

Carnegie Corporation of New York

Annual Report 1994

Carnegie Corporation of New York

Annual Report 1994

Contents

About Carnegie Corporation 6

Report of the President 9
Education for Conflict Resolution:
Can We Learn to Live Together? 11

The Year in Review 23
Grants and Appropriations 25

Education and Healthy Development
of Children and Youth 27

Cooperative Security 60

Strengthening Human Resources
in Developing Countries 81

Special Projects 109

Publications and Nonprint Materials 129

Report of the Secretary 135
Corporation Update 137

Report of the Treasurer 143
Financial Highlights 145

Guidelines for Grantseekers 156

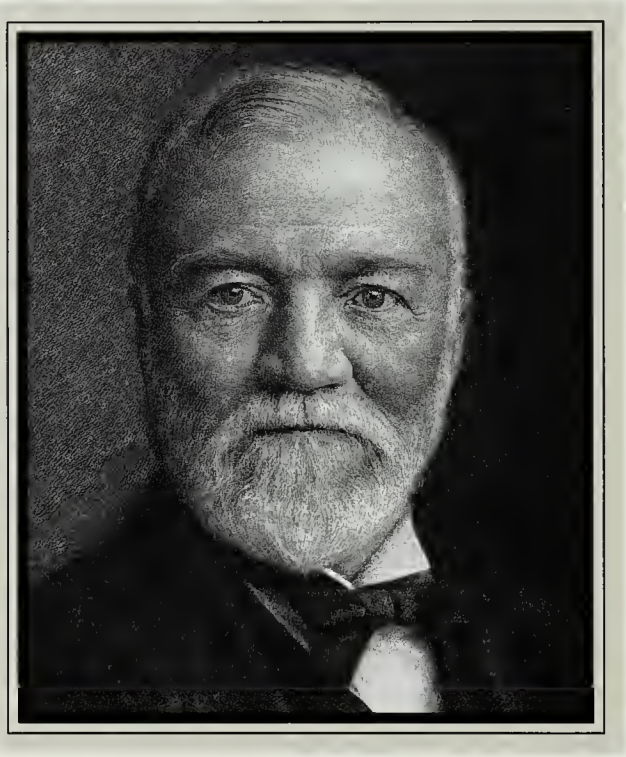
Trustees 158

Staff 160

Index of Grants and Names 164

About Carnegie Corporation

Private foundations are among the most effective instruments for contributing private wealth to the public good. Today there are some 40,000 of them in the United States, of which 37,000 are primarily grant-making foundations. The rest are operating foundations, using their income to conduct educational, religious, or scientific work.



In the main, the very largest grant-making foundations have broad mandates, such as promotion of the public well-being or promotion of human knowledge, and depend on professional staffs trained in the art of organized giving. All general purpose foundations see as their fundamental mission attacking the causes of human woes rather than providing the immediate relief of trouble. Carnegie Corporation was established by the steel magnate Andrew Carnegie in 1911 for the "advancement and diffusion of knowledge and understanding," reflecting his belief that the root cause of most human ills was ignorance.

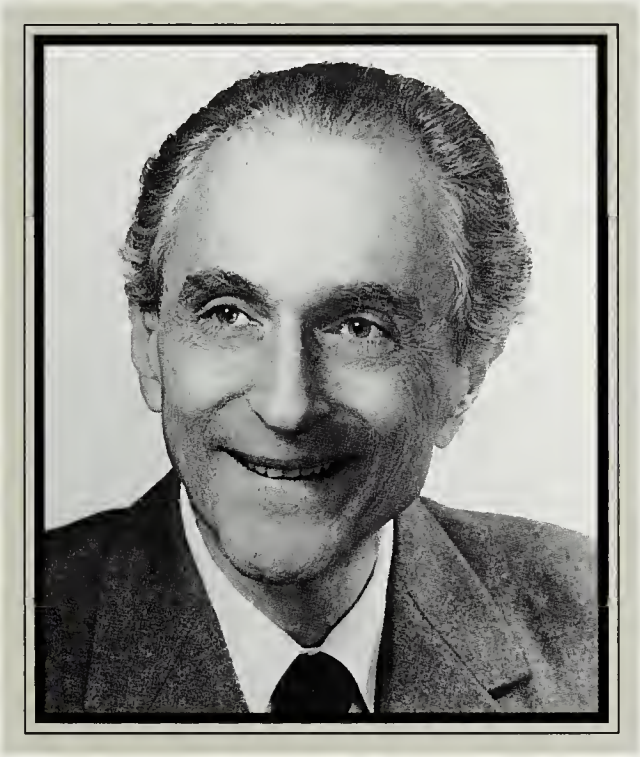
This foundation has the misleading name "Corporation" because by the time Andrew Carnegie established it he had already used more suitable names in the founding of other philanthropies. Thus there is The Carnegie Foundation for the Advancement of Teaching, the Carnegie Endowment for International Peace, and the Carnegie Hero Fund Commission. The Corporation is also commonly confused with the many other organizations that bear Mr. Carnegie's name. One need only remember that Carnegie Corporation is the sole grant-making foundation of Mr. Carnegie's. Originally endowed with $125 million (later augmented by an additional $10 million), the Corporation had assets of $1.1 billion in 1994.

A good many grant-making foundations, including the Corporation, use their funds as a form of risk capital, supporting the work of gifted minds who may come up with new solutions to old or current problems. Foundations are in a good position to take such risks because they are not under pressure to produce immediate, tangible results, and their funds need not support the continuing operations of institutions.

Understanding his new creation's need for flexibility, Mr. Carnegie wrote in his first letter of gift to the Corporation's trustees (using the simplified spelling that he liked), "Conditions upon the erth inevitably change; hence, no wise man will bind Trustees forever to certain

paths, causes, or institutions. I disclaim any intention of doing so. On the contrary, I giv my Trustees full authority to change policy or causes hitherto aided from time to time, when this, in their opinion, has become necessary or desirable. They shall best conform to my wishes by using their own judgment."

Although the charter permits the Corporation to operate in many fields, traditionally the foundation has concentrated its grants on the strengthening of education and on the founding of institutions that serve this goal. Mr. Carnegie himself is best known for his gifts for free public library buildings, which he made to 2,509 communities in the English-speaking world.



In the decades following Mr. Carnegie's death in 1919, the Corporation invested heavily in the upgrading of graduate and professional education and the furtherance of adult education, continuing education for women, educational testing programs, social science research and scientific research capabilities generally, art history and art programs in colleges and universities, African education, area studies, and international exchange programs. In the 1960s and 1970s, the Corporation appropriated major funds toward the promotion of social justice and equality of educational opportunity for all, while maintaining its long-standing commitment toward strengthening the field of higher education and broadening access to it. During this period, the foundation's program in early childhood education and its interest in the educational potential of television united in the creation of "Sesame Street."

Since 1982, Carnegie Corporation, under its ninth president, David A. Hamburg, has continued to support early childhood education, focusing particularly on the developmental needs of young children. It has also pursued new programs in adolescent development and school reform, higher achievement of minorities and girls in math and science, the uses of science and technology for development, and women's health, education, and legal status in English-speaking Africa. It has also devoted grants to the improvement of East-West relations, international security, and nonproliferation of weapons of mass destruction; the prevention and resolution of ethnic and large-scale violence; and the strengthening of democratic institutions. Strategies include policy-related research, meetings and exchanges, demonstration programs, and the uses of electronic media.

Digitized by the Internet Archive
in 2018 with funding from
Columbia University Libraries

https://archive.org/details/annualreport00carn_39

Report of the President



THE DREAM OF SHATA WITH THE WHITE DOLL

Education for Conflict Resolution

In the fall of 1994, Mikhail S. Gorbachev, former president of the Soviet Union, reflected on a decade of intensive involvement with political leaders all over the world. One of his outstanding conclusions was the large extent to which they see "brute force" as their ultimate validation. His observation, based on abundant experience, highlights a long-standing, historically deadly inclination of leaders of many kinds from many places to interpret their mandate as being strong, tough, aggressive, even violent. For all too many, this is indeed the essence of leadership.

Gorbachev, in control of a vast nuclear arsenal, not to speak of immense power in conventional, chemical, and biological weapons, was wise enough not to interpret his own leadership in terms of brute force. But the world is full of leaders who do. More and more often, they will have massive killing power at their disposal in the twenty-first century. Look at the scale of slaughter in Rwanda with penny-ante weapons!

It is time to take seriously the remark of Archibald MacLeish in the aftermath of World War II: "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed." He was writing about the mission of the emerging international institutions that were vividly mindful of the carnage of World War II and the Holocaust, but his words apply to the furious small wars of today.

The human species seems to have a virtuoso capacity for making harsh distinctions between groups and for justifying violence on whatever scale the technology of the time permits. Moreover, fanatical behavior has a dangerous way of recurring across time and locations. Such behavior is old, but what is historically new and very threatening is the destructive power of our weaponry and its ongoing worldwide spread. Also new is the technology that permits rapid, vivid, widely broadcast justifications for violence. In such a world, human conflict is a subject that deserves the most careful and searching inquiry. It is a subject par excellence for public understanding. Yet

Can We Learn to Live Together?

NOTE: *The president's annual essay is a personal statement representing his own views. It does not necessarily reflect the foundation's policies. This essay is based on a presentation made in June 1994 at a Nobel symposium in Sweden. This symposium will be published in a book edited by Professor David Magnusson, Stockholm University, titled* Individual Development Over the Lifespan.

today's education has little to say on the subject. Worse still, education almost everywhere has ethnocentric orientations.

Can we do better? Can we educate ourselves to avoid conflict or peacefully resolve it? Is it possible for us to modify our attitudes and orientations so that we practice greater tolerance and mutual aid at home and in the world? Perhaps it is unlikely. But the stakes are so high now that even a modest gain on this goal would be exceedingly valuable. This essay explores a few, and only a very few, of the possibilities brought to light by recent inquiry and innovation. The examples are meant to be evocative — better ones may well be available. They are meant to move this subject higher on the world's agenda.

Insights into Intergroup Hostility

The challenge is immense. Both in field studies and experimental research by social scientists, the evidence is very strong: We humans are remarkably prone to form partisan distinctions between our own and other groups, to develop a marked preference for our own group, to accept favorable evaluations of the products and performances of the in-group, and to make unfavorable evaluations of other groups that go far beyond the objective evidence or the requirements of a situation. Indeed, it seems difficult for us to avoid making invidious distinctions even when we want to.

Orientations of ethnocentrism and prejudice are rooted in our ancient past and were probably once adaptive. Over the millennia, our estimate of personal worth if not our very survival has been built on the sense of belonging to a valued group — a sense that seems to go hand in glove with the impulse to assign negative value to those who are not of our group. Both these tendencies historically have been reinforced by parental and social education beginning in early childhood in nearly every human society.

Today, reinforcement occurs at home, in the schools, in the streets, and in the mass media. The cumulative effect of widespread frustrating conditions also exacerbates the development of prejudice and stereotyped thinking. Political firebrands put gasoline on the embers. Worldwide, the education received from multiple sources is still remarkably ethnocentric. In some places ethnocentrism and prejudice are inflamed by official propaganda, the cultivation of religious stereotypes, and political demagoguery, leading to intergroup violence that is justified in the name of some putatively high purpose.

The global outburst of intergroup violence, with its explosive mixture of ethnic, religious, and national strivings, is badly in need of illumination. People everywhere need to understand why we behave as we do, what dangerous legacy we carry with us, and how we can convert fear to hope.

Must Children Grow up Hateful? A Developmental Perspective

Education, via the family, schools, the media, and community organizations, must be turned into a force for reducing intergroup conflict. It must serve to enlarge our social identifications in light of common characteristics and superordinate goals. It must seek a basis for fundamental human identification across a diversity of cultures in the face of manifest conflict. We *are,* in fact, a single, interdependent, meaningfully attached, worldwide species.

The question is whether human beings can learn more constructive orientations toward those outside their group while maintaining the values of group allegiance and identity. From an examination of a great deal of laboratory and field research, it seems reasonable to believe that, in spite of very bad habits from the past, we can indeed learn new habits of mind.

There is an extensive body of research on

intergroup contact that bears on this question. For example, experiments have demonstrated that the *extent* of contact between groups that are negatively oriented toward one another is *not* the most important factor in achieving a more constructive orientation. Much depends on whether the contact occurs under favorable conditions. If there is an aura of mutual suspicion, if the parties are highly competitive or are not supported by relevant authorities, or if contact occurs on the basis of very unequal status, then it is not likely to be helpful, whatever the amount of exposure. Contact under unfavorable conditions can stir up old tensions and reinforce stereotypes.

On the other hand, if there is friendly contact in the context of equal status, especially if such contact is supported by relevant authorities, and if the contact is embedded in cooperative activity and fostered by a mutual aid ethic, then there is likely to be a strong positive outcome. Under these conditions, the more contact the better. Such contact is then associated with improved attitudes between previously suspicious or hostile groups as well as with constructive changes in patterns of interaction between them.

Other experiments demonstrate the power of shared, highly valued superordinate goals that can only be achieved by cooperative effort. Such goals can override the differences that people bring to the situation and often have a powerful, unifying effect. Classic experiments readily made strangers at a boys' camp into enemies by isolating them from one another and heightening competition. But when powerful superordinate goals were introduced, enemies were transformed into friends.

These experiments have been replicated in work with business executives and other professionals with similar results. So the effect is certainly not limited to children and youth. Indeed, the findings have pointed to the beneficial effects of working cooperatively under conditions that lead people to formulate a new, inclusive group, going beyond the subgroups with which they entered the situation. Such effects are particularly strong when there are tangibly successful outcomes of cooperation — for example, clear rewards from cooperative learning. They have important implications for child rearing and education.

Developing Constructive Orientations in Childhood and Adolescence

Ameliorating the problem of intergroup relations rests upon finding better ways to foster child and adolescent development. This fact should present crucial new opportunities to educate young people in conflict resolution and in mutual accommodation.

Pivotal educational institutions such as the family, schools, community-based organizations, and the media have the power to shape attitudes and skills toward decent human relations or toward hatred and violence. If they really wish to be constructive, such organizations need to utilize the findings from research on intergroup relations and conflict resolution. They can use this knowledge in fostering positive reciprocity, cross-cutting relations, superordinate goals, and mutual aid.

Education everywhere needs to convey an accurate concept of a single, highly interdependent, worldwide species — a vast extended family sharing fundamental human similarities and a fragile planet. The give-and-take fostered within groups can be extended far beyond childhood to relations between adults and to larger units of organization, even covering international relations.

All research-based knowledge of human conflict, the diversity of our species, and the paths to mutual accommodation constitutes grist for the education mill. What follows is a sketch of some possibilities for making use of many different educational vehicles for learning to live together within nations and across national boundaries.

Fostering Prosocial Behavior in Early Life

In the context of secure attachment and valued adult models, provided by either a cohesive family or a more extended social support network, a child can learn certain social norms that are conducive to tolerance and a mutual aid ethic. Children can learn to take turns, share with others, cooperate (especially in learning and problem solving), and help others in everyday life as well as in times of stress.

These norms, though established on a simple basis in the first few years of life, open the way toward constructive human relationships that can have significance throughout the life span. Their practice earns respect from others, provides gratification, and increases confidence and competence. For this reason, both family care and early intervention programs need to take account of the factors that influence the development of attachment and prosocial behavior. This is important in parent education, in child care centers, and in preschool education.

There is research evidence, both from direct observation and experimental studies, that settings that promote the requirements and expectations of prosocial behavior do in fact strengthen such behavior. For example, children who are responsible for tasks helpful to family maintenance, as in caring for younger siblings, are generally found to be more altruistic than children who do not have these prosocial experiences.

In experimental studies, typically an adult (presumably much like a parent) demonstrates a prosocial act like sharing toys, coins, or candy that have been won in a game. The sharing is with someone else who is said to be in need though not present in the experimental situation. The adult plays the game and models the sharing before leaving the child to play. The results are clear. Children exposed to such modeling, when compared to similar children in control groups, tend to show the behavior manifested by the models, whether it be honesty, generosity, or altruism. Given the child's pervasive exposure to parents and teachers, the potential for observational learning in this sphere as in others is very great. Prosocial behavior is particularly significant in adaptation because it is likely to open up new opportunities for the growing child, strengthen human relationships, and contribute to the building of self-esteem.

Empathy Training

Empathy, defined as a shared emotional response between observer and subject, may be expressed as "putting oneself in the shoes of another person." Empathy training has been tested with eight- to ten-year-olds in elementary school classrooms. In one program, children were given thirty hours of exercises in small groups of four to six. Activities were designed to increase their skill in identifying emotional responses and in taking the perspective of another. The intervention group was compared with two kinds of control groups.

The participants in empathy training showed more prosocial behavior, less aggression, and more positive self-concept than did children in either control group. This elementary school training model may provide a guide for the enhancement of empathy in other contexts—for example, in learning to take the perspective of other ethnic or religious groups. In any event, responding empathically in potential conflict situations helps to reduce hateful outcomes.

A Framework for Conflict Resolution in the Schools

Much of what schools can accomplish is similar to what parents can do—employ positive disciplinary practices, be democratic in procedure, teach the

capacity for responsible decision making, foster cooperative learning procedures, and guide children in prosocial behavior in the various spheres of their lives. They can convey in interesting ways the truth of human diversity and the humanity we all share. They can convey the fascination of other cultures, making understanding and respect a core attribute of their outlook on the world — including the capacity to interact effectively in the emerging global economy.

Professor Morton Deutsch of Teachers College, Columbia University, a distinguished scholar in conflict resolution, has delineated programs that schools can use to promote attitudes, values, and knowledge that will help children develop constructive relations throughout their lives. Such programs include cooperative learning, conflict resolution training, the constructive use of controversy in teaching, and the creation of dispute resolution centers.

In his view, constructive conflict resolution is characterized by cooperation, good communication, perception of similarity in beliefs and values among the parties, acceptance of the other's legitimacy, problem-centered negotiations, mutual trust and confidence, and information sharing. Destructive conflicts, in contrast, are characterized by harsh competition, poor communication, coercive tactics, suspicion, perception of basic differences in values, an orientation to increasing power differences, challenges to the legitimacy of other parties, and personal insecurity.

Efforts to educate on these matters are most effective where there is a substantial, in-depth curriculum with repeated opportunities to learn and practice cooperative conflict resolution skills. Students gain a realistic understanding of the amount of violence in society and the deadly consequences of such violence. They learn that violence begets violence, that there are healthy and unhealthy ways to express anger, and that nonviolent alternatives to dealing with conflict are available and will always be useful to them.

Cooperative Learning

A substantial body of information during the past two decades has been generated from research on cooperative learning. These efforts stem in part from a desire to find alternatives to the usual lecture mode and to involve students actively in the learning process. They are inspired, moreover, by a mutual aid ethic and appreciation for student diversity. In cooperative learning, the traditional classroom of one teacher and many students is reorganized into heterogeneous groups of four or five students who work together to learn a particular subject matter, for instance, mathematics.

Research has demonstrated that student achievement is at least as high — and often higher — in cooperative learning activities as it is in traditional classroom activities. At the same time, cooperative learning methods promote positive interpersonal relations, motivation to learn, and self-esteem. These benefits are obtained in middle grade schools and also high schools, for various subject areas and for a wide range of tasks and activities.

In my view, there are several overlapping yet distinctive concepts of cooperative learning that offer a powerful set of skills and assets for later life: learning to work together; learning that everyone can contribute in some way; learning that everyone is good at something; learning to appreciate diversity in various attributes; learning complementarity of skills and a division of labor; learning a mutual aid ethic. There is good reason why cooperative learning has lately stimulated so much interest. It deserves more widespread utilization along with continuing research to broaden its applicability.

Early Adolescence: Learning Life Skills

The Carnegie Council on Adolescent Development's Working Group on Life Skills Training, chaired by Dr. Beatrix Hamburg, in 1990 provided the factual basis and organizing principles on which such interventions can be based. It also described a variety of exemplary programs.

One category of life skills is being assertive. An example of assertiveness is knowing how to take advantage of opportunities — for example, how to use community resources such as health and social services or job training. Another aspect is knowing how to resist pressure or intimidation by peers and others to take drugs, carry weapons, or make irresponsible decisions about sex — and how to do this without spoiling relationships or isolating oneself. Yet another aspect of assertiveness is knowing how to resolve conflict in ways that make use of the full range of nonviolent opportunities that exist. Such skills can be taught not only in schools but in community organizations.

Required community service in high schools, indeed even in middle grade schools, can also be helpful in the shaping of responsible, sharing, altruistic behavior. It is important to have serious reflection on such community service experience, to analyze its implications, and to learn ways to benefit from setbacks. *How* we help others is crucial. "Help" must not imply superiority over others but rather convey a sense of being full members of the community, sharing a common fate as human beings together. This orientation can usefully be an important part of parent education as well. As the development of parental competence increasingly comes to be based on explicit courses of education and preparation for parenthood, the elements of caring for others, of reciprocity and of mutual understanding must be a key part of the task.

Violence Prevention in Adolescence

A public health perspective suggests that the prevention strategies that have been successful in dealing with other behavior-related health problems, such as smoking, may be applicable to the problem of adolescent violence. Adolescent experimentation with behavior patterns and values offers an opportunity to develop alternatives to violent responses. A pioneering example is provided by the Boston Violence Prevention Program — a multi-institutional initiative with the goal of reducing fights, assaults, and intentional injuries among adolescents. It trains providers in diverse community settings in a violence prevention curriculum, promotes incorporation of this curriculum into service delivery, and creates a community consensus supportive of violence prevention. The program targets two poor Boston neighborhoods characterized by high violence rates. Its four principal components are curriculum development, community-based prevention education, clinical treatment services, and a media campaign.

The curriculum was first developed in 1983 by Dr. Deborah Prothrow-Stith. It acknowledged anger as a normal and potentially constructive emotion; alerted students to their high risk of being a perpetrator or victim of violence; helped students find alternatives to fighting by discussing potential gains and losses; offered positive ways to deal with anger and arguments; encouraged students to analyze the precursors of fighting and to practice alternative conflict resolution by playing different roles; and created a classroom climate that is nonviolent.

During the initial stages of curriculum development, it became clear that intervention in the schools alone was insufficient. In 1986 a community-based component was initiated in which community educators provided violence pre-

vention training to youth-serving agencies. Additional materials included informational flyers, a videotape, a rap song, cartoon characters, church sermons, and Sunday school sessions.

The project seeks to reach as many community settings as possible, including multi-service centers, recreation programs, housing developments, police stations and courts, religious institutions, neighborhood health centers, and schools. There is a referral network for health, education, and social services. The community campaign has produced television and radio public service announcements, posters, and T-shirts using the slogan, "Friends for life don't let friends fight." It focuses on peer influences and the responsibility that friends have for helping to defuse conflict situations. It also includes a public television documentary.

Violence prevention efforts of such a systematic and extensive sort are very recent. It would be surprising if the first efforts were highly successful, because of the great complexity and difficulty of the tasks in terribly impaired neighborhoods. One clear finding is that the adolescents—and especially disadvantaged males—are urgently in need of dependable life skills and constructive social supports that foster health, education, and decent human relationships.

Television and Prosocial Behavior

Research has established causal relationships between children's viewing of either aggressive or prosocial behavior on television and their subsequent behavior. Children as young as two years old are facile at imitating televised behaviors. Television violence can affect a child's behavior at an early age and the effects can extend into adolescence. In general, the relationship between television violence and subsequent viewer behavior holds in a variety of countries. Cross-national studies show this in countries as diverse as Australia, Finland, Israel, the Netherlands, Poland, and the United States.

There is some research evidence that television need not be a school for violence—that it can be used in a way that reduces intergroup hostility. The relevant professions need to encourage the constructive use of this powerful tool to promote compassionate understanding, nonviolent problem solving, and decent intergroup relations.

Television can portray human diversity while highlighting shared human experiences. It can teach skills that are important for the social development of children and do so in a way that both entertains and educates. So far we have had only glimpses of its potential for reducing intergroup hostility.

Professor Gerald Lesser at Harvard University has summarized features of the children's educational television program, "Sesame Street," that are of interest in this context. The program originated in the United States in 1969 and appears today in 100 other countries. Each program is fitted to the language, culture, and traditions of a particular nation. The atmosphere of respect for differences permeates all of the many versions of "Sesame Street."

Research from a variety of countries is encouraging. For example, the Canadian version of "Sesame Street" shows many sympathetic instances of English- and French-speaking children playing together. Children who see these examples of cross-group friendships are more likely to form such friendships on their own than are children who do not see them. The same is true for Dutch, Moroccan, Turkish, and Surinamese children who see "Sesame Street" in Holland. The findings suggest that appealing and constructive examples of social tolerance help young children to learn such behavior. These are tantalizing results, making us wish for a wide range of similar programming and experimentation.

Learning from All Kinds of Conflicts

Processes of conflict resolution in any sphere should be examined for their implications in other spheres. It may well be that understanding of the processes of conflict resolution between groups *within* a nation will concomitantly enhance our ability to reduce conflict *between* nations—and vice versa.

Are there lessons to be learned from decent human relations in various spheres of life? Abundant experience and study at the level of interpersonal relations and small-group and community relations provide a way of thinking about decent relations between large groups and even nations. What are the major requirements?

1. Each party needs a basis for self-respect, a sense of belonging in a valued group, and a distinctive identity.

2. Each party needs dependability of communication with the other.

3. Each party needs from the other a recognition of some shared interests and the fact of interdependence.

4. Each needs civil discourse, including the ability to understand the perspective of the other—even if they do not always agree. Disagreements can also be considered in a civil way. And both parties need to keep in mind their common humanity even—and especially—in times of adversity.

5. Each party has the possibility of earning the respect of the other—in a differentiated way, admiring some attributes but not others.

6. Boundaries for competition and disagreement can be recognized, even if they are sometimes dimly seen.

7. When boundaries fundamentally have to do with violence, each party can seriously consider and reconsider from time to time the balance between interests of self and the interests of the other.

Such concepts of decent human relations have considerable operational significance in daily living. On the whole, they serve the human species well at various levels of social organization. Could we learn to utilize them in relations between ethnic groups and even adversarial powers? The experience of ending the Cold War suggests that this may be possible.

Role of the International Community

The growing threat of prejudicial ethnocentrism as a path to hatred, violence, and mass killing has to emerge as one of the major educational challenges of the next century, with international institutions playing an important role. The international community can be a powerful force in broad public education on the entire problem of intergroup violence. It can help and reward conflict resolution leaders, build education systems worldwide, and provide useful, sensitive, early intervention.

It is of utmost importance for contending parties throughout the world to be educated on the nature, scope, and consequences of ethnocentric violence, particularly the action-reaction cycles in such violence, with the buildup of revenge motives; the tendency to assume hatred as an organizing principle for life and death; and the slippery slope of proliferation, escalation, and addiction to hatred and killing that emerges so readily in festering intergroup conflict.

Adversaries need to grasp how violent extremists and fanatics tend to take increasing control of the situation; they need to face up to the probable degradation of life—even annihilation—that will occur for all concerned in areas of intense fighting. The international community must make these dangers clear and vivid in the minds of populations involved in potential hot spots.

The policy community in much of the world is not deeply familiar with the principles and techniques of conflict resolution. It must become

so, with the United Nations and the Secretary General playing one of the leading roles. The United Nations, respected widely throughout the world, could do more than it has done historically to educate publics to the need and possibilities for resolving conflicts without violence. The Secretary General has a bully pulpit of formidable proportions.

Among other initiatives, the U.N. can sponsor world leadership seminars in cooperation with qualified nongovernmental organizations such as universities and research institutes. These leadership seminars might well include new heads of state, new foreign ministers, and new defense ministers.

Ongoing leadership seminars could also clarify how the U.N. and other institutions and organizations can help. Given the contemporary climate, it is singularly important that such seminars deal objectively and in a penetrating way with problems of nationalism, ethnocentrism, prejudice, hatred, and violence. Through the leadership seminars and a wider array of publications, the U.N. can make available the world's experience bearing on conflicts in general and on particular conflicts; on the responsible handling of weapons by governmental leaders and policymakers; on the likely consequences of weapons build-up, especially weapons of mass destruction; on the skills, knowledge base, and prestige properly associated with successful conflict resolution; on economic development, including the new uses of science and technology for development; and on cooperative behavior in the world community, including the handling of grievances.

The Global Reach of Radio and Television

The role of media is a powerful one, for better and for worse. Books, films, music, television, and radio all carry a variety of messages, both cognitive and emotional. The power of the mass media, and particularly television, has revised our concept of what constitutes reality.

Television directs attention to a subject beyond any previous medium's ability. It has the power to focus on one situation and instantly raise the world's awareness. Unfortunately, this power can be and often is used to exacerbate conflict. Terrorists, for instance, have long recognized the power of television to give a small, fanatical group international exposure to their cause.

Political power is more and more associated with media coverage. The primacy of television's linkage with political power was well demonstrated in the recent revolutionary events in Eastern Europe and the former Soviet republics, when control of television output was at the center of the struggle.

Television has immense latent capacity as a force for global transformation. The medium is deeply international, readily crossing boundaries. Each side in a war may be able to watch the other's television broadcasts. In divided Germany, most East Germans watched West German television, which provided an effective antidote to Communist government propaganda. With new digital technologies and more powerful satellites, it will be increasingly difficult to isolate a country from the global media. Cable News Network already has had a powerful effect through its global news distribution and extensive use of live broadcasting from sites on every continent. Although this was most vivid during the Gulf war, it is a daily fact of life on a global basis.

Television has great potential for reducing tensions between countries. It can be used to demystify the adversary and improve understanding. A Cold War example was provided by U.S.-Soviet spacebridge programs—live, unedited discussion between the two countries made possible by satellites and simultaneous translation. Starting in 1983, U.S.-Soviet spacebridges linked ordinary American and Soviet citizens in an effort

to overcome stereotypes. Beginning before the Gorbachev era, they provided an opening to his policy of glasnost. Later, Internews' "Capital to Capital" program, broadcast simultaneously on ABC and on Soviet and Eastern European television, joined members of Congress and the Supreme Soviet for uncensored debate on arms control, human rights, and the future of Europe. These spacebridge programs were seen by 200 million people at a time. Ted Koppel's "Nightline" program on ABC was dynamic in settings of this sort, especially between the U.S. and South Africa and between the U.S. and the Soviet Union. The dramatic "Nightline" town meeting between Palestinians and Israelis in 1988 showed how television can foster reasonable dialogue on tender issues even among old adversaries.

Independent, pluralistic media are vital for democracy. They are the main vehicles for clarifying issues and for the public to understand candidates. In the first post-Soviet Ukrainian election, President Leonid Kravchuk had total control over television throughout the process, whereas other candidates had hardly any access to it. Such elections cannot be considered free and fair. International election monitors must therefore observe access to the media as well as the voting itself.

Radio is exceedingly important because it reaches virtually everyone everywhere almost all the time. Hate radio has been all too effective in inciting violence—remember its role in Rwanda and Bosnia. What about reconciliation radio?

How can the international community foster education via the mass media with respect to prejudice, ethnocentrism, and conflict resolution? Leaders like the extremists in the former Yugoslavia reap political gain from stirring intense hatred among their people. The world is full of ethnic entrepreneurs and skillful demagogues putting acid on the scars, playing on ethnocentric sentiments for their own political purposes, and utilizing electronic media to get their messages across. By doing so they gain power, wealth, and high status. Is it possible to go over the heads of such leaders to educate their publics directly about paths to conflict resolution? After all, it is the rank-and-file citizenry that absorbs the terrible beating of these wars, not the leadership.

Can television and radio help in preventing or coping with deadly conflict within nations? What would be involved in such education? First and foremost, conveying the consequences of continuing on the path of hatred and violence. Television and radio could illuminate slaughter in various areas, both nearby and far away, where ethnocentric violence has gone unchecked and where the consequences for all participants have been far more dreadful than envisioned in the initial phase when wishful thinking predominated. Let adversaries see the disastrous course they are on now, one that others have followed, and how much worse it can get the further it is pursued. Let them not be shielded from the consequences of atrocities in the way most Germans were in the events of the Holocaust.

Conflict areas need independent television and radio news channels broadcasting throughout the region. Mass media communication, not only about the consequences of ethnocentric violence, but also about the possibilities for conflict resolution, and the willingness of the international community to help, should become a vital component of the problem-solving machinery in ethnic conflicts.

Television and radio can also be useful in conflict resolution by clarifying how others have succeeded in achieving it: documentaries, for example, on the experiences of Western Europe after World War II, or programs on the transformation of Germany and Japan without revenge by the United States. Let those in hot spots learn about the best of what conflict resolution, civilized human relationships, and democratic insti-

tutions have done in the twentieth century and could do for them in the twenty-first.

In principle, it should even be possible to establish a nongovernmental International Educational Telecommunications System that would effectively link organizations in many nations to sources of creative audiovisual learning materials. There could be an active pool of material over a wide range of content and format generated for a variety of purposes, mainly on peace and democracy, in rich and poor countries alike.

Financing might be provided to the new system through a mix of governmental and private funds from many nations. The highest standards could be ensured by an international commission of impeccable standing. The system would both provide venture capital for creative programming and carefully select the best available material from the world's broadcasting storehouse.

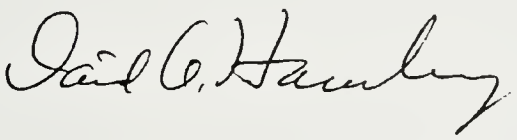
It might present basic concepts, processes, and institutions on a level perhaps comparable to that of National Public Radio in the United States or the British Broadcasting Corporation in the United Kingdom. This could be done in a variety of languages and adapted to many cultures. In a relatively short time, it might be feasible to enhance the level of understanding throughout the world of what is involved in democracy and its potential benefits for all—especially in providing reliable ways of coping with ubiquitous human conflicts without resorting to mass violence.

Concluding Comment

Let me close with a crucial question for the human future: Can human groups achieve internal cohesion, self-respect, and adaptive effectiveness without promoting hatred and violence? Altogether, we need to strengthen research and education on child development, prejudice, ethnocentrism, and conflict resolution to find out. We must generate new knowledge and explore vigorously the application of such knowledge to urgent problems in contemporary society.

Nowhere should the responsibility for promoting social tolerance be taken more seriously than among leaders of nations—not only in government but in business and media and other powerful institutions. They bear a heavy responsibility, all too often evaded, for utilizing the vehicles of mass education for constructive purposes. They can convey in words and actions an agenda for cooperation, caring, and decent human relations.

There is little in our very long history as a species to prepare us for this world we have suddenly made. Perhaps we cannot cope with it—witness Bosnia and Rwanda. Still, it is not too late for a paradigm shift in our outlook toward human conflict. Perhaps it is something like learning that the earth is not flat. Such a shift in child development and education throughout the world might at long last make it possible for human groups to learn to live together in peace and mutual benefit.



President

The Year in Review

Grants and Appropriations

In keeping with its mandate to promote "the advancement and diffusion of knowledge and understanding," the Corporation makes grants for projects that are broadly educational in nature, though not necessarily concerned with the formal education system. Currently the Corporation has three major areas of concentration: Education and Healthy Development of Children and Youth, Cooperative Security, and Strengthening Human Resources in Developing Countries. A fourth area, Special Projects, comprises grants that do not fit easily into these categories. Descriptions of each program area and supported projects are provided on pp. 27 through 128. Grants of $25,000 or less are noted on pp. 57, 79, 106, and 126. A list of selected publications and nonprint materials resulting from grants and appropriations begins on p. 129.

During the year 1993–94, the Corporation made 283 grants and nine appropriations for projects administered by the officers, totaling $53,152,574. Sixty-seven grants were made to 30 schools, colleges, and universities; 216 grants were made to 189 other organizations and two individuals.

Of the nine appropriations, six were for programs of the Corporation. The Carnegie Commission on Preventing Deadly Conflict was created in 1994 to address the need for the international community to advance new ideas and practical action toward the prevention and resolution of deadly intergroup conflict.

Founded in 1991, the Carnegie Task Force on Meeting the Needs of Young Children released its report in the spring of 1994 and has subsequently engaged in a major dissemination effort.

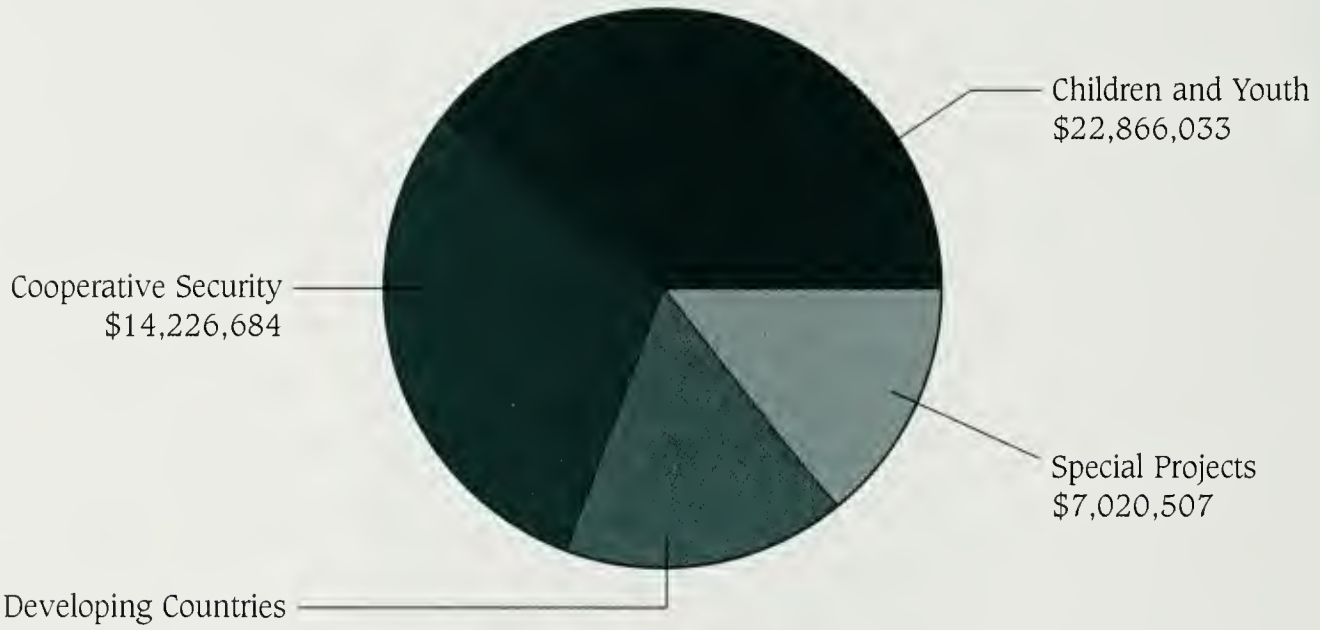
The Carnegie Task Force on Learning in the Primary Grades was founded in 1994 to develop a rational framework for reform and raise primary education higher on the nation's agenda. It will report in the fall of 1996.

The Carnegie Council on Adolescent Development, operating since 1986, has the aim of promoting healthier and more educationally successful adolescents. Its final report will be issued in the fall of 1995.

The Middle Grade School State Policy Initiative awards grants to states to promote education reform.

Reports of the Carnegie Commission on Science, Technology, and Government (1988–93) continue to be disseminated.

Grants and Appropriations
1993–1994



Total committed: $53,152,574

Education and Healthy Development of Children and Youth

The major premises of the Education and Healthy Development of Children and Youth program are that the educational performance of American children needs to improve dramatically to meet the challenges of a world economy and the demands of citizenship in the science-based and culturally diverse society of the late twentieth century; that the most urgent need is for improvement in the education of disadvantaged minority students; and that the educational achievement and healthy development of children are inextricably linked.

The program concentrates on two crucially formative periods in the life cycle: early childhood and early adolescence. In early childhood are laid the social and emotional, linguistic, and intellectual building blocks for success in school and later life; in early adolescence, roughly ages ten to fifteen, enormous physical, social, and emotional changes create a turning point for many young people. Both these periods provide points of entry for preventing health and educational problems and for enhancing opportunity for learning.

The program also focuses on ways to make the education system more effective and how to harness factors outside school — families, media, religious and community organizations — that can contribute to educational achievement, particularly among disadvantaged minorities.

In *early childhood and early grades*, grants are made to promote children's healthy development, to improve the quality of child care and early education, and to ensure success in the transition from early childhood to the early grades. This year the foundation released the final report of the Carnegie Task Force on Meeting the Needs of Young Children, titled *Starting Points*, and established the Carnegie Task Force on Learning in the Primary Grades.

Under *young adolescents*, the foundation seeks to improve the educational achievement and reduce the health problems of adolescents. Many grants follow up the reports of the Carnegie Council on Adolescent Development, which aims to direct sustained attention to the risks and opportunities of early adolescence. An important outgrowth of the council's work is the Corporation's Middle Grade School State Policy Initiative, described in the following pages.

In *science education*, the Corporation supports selected curricular reform projects and the dissemination of programs that encourage the study of science and mathematics among minority members and girls.

Under *education reform*, specific attention is given to efforts to strengthen the education profession, to analysis of various forms of school restructuring, to the potential of telecommunication technologies, and to linkages between schools and other institutions.

Carnegie Task Force on Meeting the Needs of Young Children
c/o Carnegie Corporation of New York, 437 Madison Avenue, New York, NY 10022

One-year appropriation of $957,339 administered by the officers of the Corporation

With high divorce rates, a growing incidence of single parenthood, and the majority of women with children under three working outside the home at least part time, public awareness has grown that many American families need additional support to raise their children. To develop a consensus for action to ensure the healthy development of all children in the first three years of life, the Corporation in 1991 established the Carnegie Task Force on Meeting the Needs of Young Children. The task force, whose twenty-eight members included corporate leaders and experts on child development, education, health, social support, law, government, and the media, was charged with shaping a broad plan for helping families nurture their young children and for reducing the number of serious casualties in the first few years of life.

The task force's final report, *Starting Points: Meeting the Needs of Our Youngest Children,* was released at a national conference in Washington, D.C., in April 1994. The meeting was attended by 400 government and business leaders, scientists, program practitioners, and journalists and elicited a strong, positive response. Julius B. Richmond, professor emeritus of health policy at Harvard University, and Eleanor E. Maccoby, professor of psychology at Stanford University, cochaired the task force. Kathryn Taaffe Young, a developmental psychologist, was director of studies.

Avance
301 South Frio, Suite 310, San Antonio, TX 78207

Two-year grant of $350,000 toward program planning and research on the Family Support and Parent Education Program

Avance, founded in 1973 and directed by Gloria G. Rodriguez, assists low-income Mexican American families with young children. The agency's services, located in San Antonio, Houston, and the lower Rio Grande Valley near the United States-Mexico border, are provided through elementary schools and Avance's own family service centers. Its parent-child education program, the model on which all Avance's services are built, offers home visits by staff members; information on parenting, child development, and community resources; English-language classes; and high school and employment preparation courses. A Corporation-supported evaluation, completed in 1991, found that Avance helps parents provide a stimulating, nurturing environment for their children, become informed about child rearing, and avail themselves of other community services.

Avance is now implementing a five-year strategic plan aimed at making the agency a resource for family support programs nationwide. Funds are enabling Avance to strengthen its business operations and reorganize its national office, collaborate with and assist other family support projects in the U. S., and assess its long-term effects on participating families.

The Corporation's grant is supplemented by support from the Ford, Conrad Hilton, W. K. Kellogg, and Hasbro Children's foundations.

National Committee to Prevent Child Abuse
332 South Michigan Avenue, Suite 1600, Chicago, IL 60604-4357

Two-year grant of $250,000 for a research network to evaluate an early childhood intervention and family support program

Among the measures that have been documented to promote healthy child development, strengthen families, and prevent child abuse are parent education and support. The National Committee to Prevent Child Abuse, a research and advocacy organization with affiliates in all fifty states, launched a model program in 1992 that offers home visits, family support, and health and social services to at-risk families. The model, known as Healthy Families America, has been adapted in sixty-seven communities in nineteen states.

This grant supports a network of experts charged with determining the effectiveness of programs operating under different conditions. Network members will meet four times over two years under the guidance of Deborah Daro, director of the committee's Center on Child Abuse Prevention Research. They will consider methods of evaluating comprehensive home visiting programs, identify critical program features and effective staffing patterns, and determine ways of meeting the needs of families from a variety of cultures. They are expected to produce an analysis of implementation issues at five program sites and a technical paper describing techniques suitable for longer-term evaluation of Healthy Families America.

National Conference of State Legislatures
1560 Broadway, Suite 700, Denver, CO 80202

Two-year grant of $400,000 for information and technical assistance on early childhood education and child care policy for state legislatures

A growing body of research attests to the effectiveness of high-quality early childhood education and child care programs in promoting healthy development. Such programs are few, however; most child care services are poorly financed, and staff turnover rates are high.

Under earlier Corporation grants, the National Conference of State Legislatures' child care project has sought ways of increasing compensation and professional development opportunities for child care workers and of fostering public-private partnerships to expand the supply of affordable, high-quality care. Led by Shelley L. Smith, manager of the organization's children and youth program division, project staff members have given expert testimony to legislative committees and offered lawmakers advice on model legislation and regulatory initiatives.

With this final grant, the project is providing technical assistance to four states that are planning high-quality early childhood programs. Efforts will be made to consolidate and improve other programs for families, such as those dealing with child support, teenage pregnancy, employment and training, and juvenile justice. Policy analyses and a report on legislation concerning child care and early childhood programs in all fifty states will be distributed to key state legislators and their staffs nationwide.

Child Care Action Campaign
330 Seventh Avenue, Seventeenth Floor, New York, NY 10001-5010

Two-year grant of $310,000 toward media strategies to improve child care quality

The Child Care Action Campaign, which represents a coalition of national leaders from corporations, labor, government, community organizations, and the media, works to build public support for high-quality early childhood education and child care programs. The Communications Consortium, a public interest media center, helps nonprofit organizations use media and telecommunications technologies as tools for public education and policy change. Together, they have established an early care and education media strategies group, for which this grant provides support. The group consists of eighteen leading research, advocacy, and professional organizations in the field, among them the Children's Defense Fund, the National Center for Children in Poverty, the National Head Start Association, and the Families and Work Institute.

Barbara Reisman, the campaign's executive director, and Phil Sparks, codirector of the consortium, are coordinating the dissemination of research and policy reports with the aim of promoting broader public support for high-quality early childhood education and child care. In addition to preparing information kits for media representatives and briefing members of editorial boards, the group is holding corporate roundtables on the relationship between good child care and workforce productivity, distributing opinion pieces through an editorial news service, and organizing follow-up communication to reporters who have covered the field.

National Association of Child Care Resource and Referral Agencies
1319 F Street, N.W., Suite 606, Washington, DC 20004

Eighteen-month grant of $200,000 toward a survey of local child care resource and referral agencies

Over the past decade, community-based child care resource and referral agencies in many cities and states have taken the lead in expanding the access of low- and moderate-income families to good-quality child care. In addition to disseminating information about the supply of and demand for child care, they help families find such care, hold training workshops for providers, and educate communities about local needs.

The National Association of Child Care Resource and Referral Agencies, a membership organization founded in 1986, comprises more than 400 agencies in all fifty states and thirty-three state networks. A 1993 Corporation grant enabled the national association to plan a survey of its members, other resource and referral agencies, and state child care administrators. The survey gathered baseline information on the number and geographical distribution of these agencies, their funding and staffing, and the range of services they provide. With the current grant, the association is completing the survey. A summary report, scheduled for release in late 1995, will be disseminated to the public. The association expects the survey to prompt creation of computer software enabling member agencies to gather and maintain their own data.

Yasmina S. Vinci, a former state government child care administrator, is executive director of the association, which also receives funding from the Ford, David and Lucile Packard, and American Express foundations.

Families and Work Institute
330 Seventh Avenue, New York, NY 10001

One-year grant of $200,000 toward dissemination of research on child care and on work and family issues

Established in 1989, the Families and Work Institute analyzes efforts by businesses, communities, and governments to help families balance their work and child-rearing responsibilities. Its copresidents are Ellen Galinsky, a national authority on child care, and Dana E. Friedman, a specialist in work and family policies. The institute recently released the results of a Corporation-financed study on the quality of family child care, in which providers care for several children in their home. Family child care is used by more parents of young children than any other type of care. The study found that most children do not have a nurturing and responsive caregiver. It also found that caregivers who are not adequately trained or who are unregulated by state or professional standard-setting agencies provide the poorest care.

The results were widely reported in the press. With this grant, the institute is further disseminating the findings in presentations at professional conferences, briefings for policymakers, short articles in newspapers and popular journals, and policy summaries on improving the quality of child care. A bibliography on family child care and work and family issues is being created from the institute's collection of approximately 15,000 documents and made accessible to researchers and others.

The Annenberg Foundation is providing additional support for the dissemination.

National Center for the Early Childhood Work Force
733 Fifteenth Street, N.W., Suite 800, Washington, DC 20005

One-year grant of $200,000 toward support

The National Center for the Early Childhood Work Force, formerly called the Child Care Employee Project, is a research and advocacy organization concerned with improving the skills of child care workers and reducing staff turnover. In 1989 the center used Corporation support to disseminate the findings from its national child care staffing study, which linked the low pay and inadequate training of child care providers to poor developmental outcomes for children. An updated analysis was released in 1993 showing little improvement in the status and training of child care workers. These findings were used to convene a national forum on child care compensation in April 1994. A publication summarizing the forum's recommendations is being distributed to policymakers.

The current grant is enabling the center, whose executive director is attorney Claudia Wayne, to review the status of child care compensation in all fifty states. It is analyzing the options for improving compensation and assessing the effect of better compensation and professional development on the quality of programs. Funds are also supporting the center's efforts to prepare a strategic plan.

Other support for these activities is provided by the Ford Foundation, the David and Lucile Packard Foundation, and the Ms. Foundation for Women.

Yale University
The Bush Center in Child Development and Social Policy, 310 Prospect Street, New Haven, CT 06511-2188

Two-year grant of $350,000 toward development of a comprehensive model of school reform and services for families of children from birth to age twelve in four cities

In 1991 the National Task Force on School Readiness, convened by the National Association of State Boards of Education with Corporation funding, recommended that elementary schools give greater attention to child development. Edward F. Zigler, director of the Bush Center in Child Development and Social Policy at Yale University, and James P. Comer, professor of child psychiatry at Yale, have each devised nationally recognized strategies that meet this goal.

Zigler's model, called the School of the 21st Century, coordinates various school-based services: preschool education for young children, before- and after-school child care for six-to twelve-year-olds, and parent education. Comer's model, the School Development Program, brings school staff members and pupils' parents together to agree on how to achieve academic goals. With prior Corporation support, Zigler and Comer tested a way to combine the two strategies at an inner-city elementary school in Norfolk, Virginia. They found substantial collaboration between parents and faculty members and satisfaction with the child care, family support, and preschool programs.

This grant supports a long-term evaluation of the combined strategies in Norfolk and also two Connecticut cities and a suburb of St. Louis. Heading the research team are Matia Finn-Stevenson, associate director of the Bush Center, which monitors implementation of School of the 21st Century programs, and Edward Joyner, director of the School Development Program.

Carnegie Task Force on Learning in the Primary Grades
c/o Carnegie Corporation of New York, 437 Madison Avenue, New York, NY 10022

Nine-month appropriation of $150,532 administered by the officers of the Corporation

The need for substantial improvement of primary education — prekindergarten through fourth grade — has begun to gain the attention of leaders in government, the research community, and the private sector. What is lacking, however, is a framework for reform and for raising primary education higher on the nation's agenda. Toward this end, the Corporation created the Carnegie Task Force on Learning in the Primary Grades in January 1994.

The task force's twenty-three members include specialists in child development, education, and health; business and government leaders; and a media representative. Over the next two years, they will examine the condition of primary education and produce a report, based on the latest and best scientific research and practice, that identifies promising strategies for ensuring high-level learning, good health, and social competence in young children. In addition to considering ways to improve literacy, numeracy, and science technology skills as the foundation for later school success, the members are looking at out-of-school learning opportunities and school cooperation with health, social service, and other support agencies. Their work is informed through regular meetings, consultations with additional experts, site visits, and commissioned papers.

Corporation trustees Shirley M. Malcom and James D. Watkins serve as cochairs. Antony Ward, an educator and anthropologist who founded Child Care, Inc., a nonprofit resource and referral agency, is executive director.

Johns Hopkins University
Center for Research on Effective Schooling for Disadvantaged Children, 3505 North Charles Street, Baltimore, MD 21218-2498

Thirty-month grant of $525,000 for research and development of an effective instructional program for disadvantaged children

Success for All is a nationally recognized model elementary school program aimed at ensuring that high-risk children do not fail. Initially a collaboration between the Center for Research on Effective Schooling for Disadvantaged Children at the Johns Hopkins University and several Baltimore public schools, it now operates in eighty-five schools in nineteen states. Offering these children early, sustained help in language development, reading, and mathematics, it also uses cooperative learning techniques to promote student success.

Robert E. Slavin, who developed Success for All and heads the center's elementary school program, and psychologist Nancy A. Madden, a research scientist at the center, have evaluated the program in twenty-one schools across the country. Early results suggest that students enrolled in the program have learned more than students in nonparticipating schools in the same districts and that the greatest gains have been among those who started out in the lowest 25 percent of their class. The current grant, building on previous support, is enabling Slavin and Madden to continue a longitudinal study of the program's impact on students and compare the cost-effectiveness of Success for All's beginning reading component with that of special education programs.

The center receives core research support from the U.S. Department of Education.

Fund for New York City Public Education
96 Morton Street, Ninth Floor, New York, NY 10014

Eighteen-month grant of $200,000 toward an evaluation of an initiative to integrate general and special education in the early elementary grades

Nearly two decades after Congress passed a law requiring public schools to educate students with disabilities—anything from mild learning problems to profound mental retardation—long-term success for many of these children has been limited.

In 1991 the Fund for New York City Public Education, which seeks to build support for public school education among private sector leaders, introduced a pilot project incorporating the recommendations of the New York City Board of Education for overhauling the city's special education system. Operating in four elementary schools, the project is mainstreaming selected special education students into the regular classroom. Involved are a redesigned language arts curriculum, reduced class size, the formation of teams of regular and special education teachers, and extensive staff development.

A prior Corporation grant enabled staff members and national experts to plan an evaluation of the project. With this award, a research team from a federally supported educational laboratory is determining the cost-effectiveness of implementing it broadly. The team is also determining the optimal instructional methods for use in inclusive classrooms and the type of training needed to assist teachers and other professionals. Research reports and policy recommendations will be distributed to education officials in New York City and New York State. Beth J. Lief is the fund's executive director.

Stanford University
School of Education, CERAS Building, Stanford, CA 94305

Sixteen-month grant of $165,000 toward research for and dissemination of a report on federal education programs for limited-English-proficient children

Students whose first language is not English are often at a severe disadvantage in the American education system. Yet for financial and political reasons, government investment in bilingual education and related research has not grown during the past decade. A 1992 Corporation grant supported establishment of a Working Group on Federal Education Programs for Limited-English-Proficient Children. Under the direction of psychologist Kenji J. Hakuta, professor at Stanford University's School of Education, group members have studied and recommended ways to help students whose first language is not English improve their educational achievement while remaining fluent in their native language and retaining their cultural heritage. In 1993 the group released its report, *A Blueprint for the Second Generation*, which calls for the integration of programs directed toward limited-English-proficient students with those made available to all other students.

With this grant, group members are disseminating the report at briefing sessions for policymakers, professional associations, and advocacy organizations. In addition to holding two conferences, they are producing research and policy reports, opinion pieces, and a book-length manuscript assessing future directions for bilingual education. The focus is on two areas: staff development and the creation of student assessment techniques that are appropriate for limited-English-proficient children.

Carnegie Council on Adolescent Development
2400 N Street, N.W., Sixth Floor,
Washington, DC 20037-1153

One-year appropriation of $697,393 administered by the officers of the Corporation

The Carnegie Council on Adolescent Development, headed by the Corporation's president, David A. Hamburg, was formed with Corporation funds in 1986 to generate public and private interest in measures to promote healthier adolescent development. The council, directed by Ruby Takanishi, a specialist in child development and social policy, has sought to consolidate the best available knowledge on the issues, bring the results to the attention of policymakers, and identify needed research. Over the years it has directed public attention to the education and health of adolescents, the potential of voluntary organizations to support youth, the prevention of violence and injury among adolescents, and the role of the media in adolescents' lives.

Recent reports of the council are *Promoting the Health of Adolescents: New Directions for the Twenty-First Century*, published by Oxford University Press; *A Matter of Time: Risk and Opportunity in the Nonschool Hours*; and a working paper on depression in adolescence.

Two international conferences on the education and health of young adolescents were held jointly with the Johann Jacobs Foundation of Switzerland in November 1994 and February 1995. The council's final report, to be issued in October 1995, will share lessons learned from efforts to raise a neglected but crucial period of life higher on the policy agendas of all institutions that touch on adolescents' lives.

Middle Grade School State Policy Initiative
c/o Carnegie Corporation of New York, 437 Madison Avenue, New York, NY 10022

One-year appropriation of $961,616 administered by the officers of the Corporation

In 1989 the Carnegie Council on Adolescent Development's report, *Turning Points: Preparing American Youth for the 21st Century*, urged far-reaching changes in middle grade education. Subsequently the Corporation established the Middle Grade School State Policy Initiative, a competitive program of grants provided primarily to state education departments instituting reforms that are in keeping with *Turning Points*' vision. In 1990 twenty-seven states received fifteen-month grants of $60,000 each, an amount matched by state funds. Fifteen states received two-year continuation grants ranging from $50,000 to $360,000 in 1991 and in 1993, also matched by state funds.

With this appropriation, the Council of Chief State School Officers is offering the grant recipients technical assistance in implementing their projects and helping them assess their progress. Council staff members conduct conferences for the projects on selected issues, monitor and document the states' activities, and publish a newsletter on the initiative as well as workshop proceedings and occasional papers.

The appropriation is also permitting the Center for Prevention Research and Development at the University of Illinois to assess the impact of the reforms in seventy-five of the demonstration schools in the fifteen states that received continuation grants in 1993. The effort is led by center director Robert D. Felner.

University of California, Los Angeles
Department of Education, 405 Hilgard Avenue, Los Angeles, CA 90024-1521

Two-year grant of $365,000 for a study of the implementation of educational reforms under Carnegie Corporation's Middle Grade School State Policy Initiative

Since 1991 the Corporation has supported a research team at the University of California, Los Angeles (UCLA), that is studying the implementation of reforms urged in *Turning Points* in states supported by the Middle Grade School State Policy Initiative. Specifically the researchers are attempting to determine whether and how the assisted states are effective in providing the impetus and support for these reforms. The research builds on case studies of efforts by twelve schools in four of the states. A preliminary finding is that, although state and local educators recognize the importance of addressing all of the recommendations in *Turning Points*, the schools have tended to focus on organization — for example, restructuring faculty members into interdisciplinary teaching teams — with less attention paid to the curriculum, instructional methods, or assessment of student performance.

Under this grant, the researchers, led by Jeannie Oakes, professor and vice chair of the department of education at UCLA, are extending the case studies to an additional state and three more schools. The research is expected to be reported in two publications: a monograph addressing reform strategies and a guide for policymakers and educators summarizing the lessons learned about restructuring middle grade education.

David W. Hornbeck
111 South Calvert Street, Suite 1600,
Baltimore, MD 21202

One-year grant of $145,000 for a report on middle grade educational policy reform

Turning Points provides the basis for reform in middle grade and junior high schools by showing how the essential elements of education, such as curriculum, pedagogy, school organization, and governance, can be integrated into an effective education system for young adolescents. There is no document, however, that details the kinds of state-level changes needed to support local middle grade school reform or how such changes together help to promote and sustain fundamental improvements.

This grant is enabling David W. Hornbeck, a leading authority on school reform, to prepare a report describing options for state policy changes that would encourage and support reforms in middle grade schools. Hornbeck, who chaired the Carnegie Council on Adolescent Development's task force that produced *Turning Points*, will identify the critical goals for state education, health, and other agencies and private organizations that together could form a framework for effective state action. He will also suggest strategies for implementing changes and give illustrative examples from current reform efforts. In light of Hornbeck's appointment as superintendent of the Philadelphia public schools, additional experts may be called on to complete the report.

The report will initially be used to help the policy reform efforts of the fifteen states in the Corporation's Middle Grade School State Policy Initiative.

Constitutional Rights Foundation
601 South Kingsley Drive, Los Angeles, CA 90005

Two-year grant of $405,000 toward a project integrating youth service into the middle school curriculum

Among the middle grade curricular changes advocated in the report, *Turning Points*, is the inclusion of community service, offering young people the chance to learn essential skills while serving others.

The Constitutional Rights Foundation (CRF), directed by Todd Clark, has developed community service programs for students in Los Angeles schools over the past decade. In 1992 the CRF received Corporation support to create a year-long service learning program — CityYouth LA: Education and Community Action — and administer it in collaboration with the Middle Schools Unit of the city's Unified School District. In each school, CRF staff members assist a team of seventh-grade teachers and students in identifying service opportunities and in developing materials that, by linking course content to civic participation, promote the development of skills needed to plan community projects. More than 1,000 students are enrolled in the program.

Under this grant, the CRF is expanding the program by training selected CityYouth teachers to be mentors and establishing their classrooms as demonstration sites. In addition, instruction in the CityYouth approach will be offered to teachers from schools that are involved in the Corporation's Middle Grade School State Policy Initiative, and the curriculum will be disseminated nationally through the CRF's networks.

Puerto Rico Community Foundation
Royal Bank Center, Suite 1417, Hato Rey, PR 00917

Twenty-nine-month grant of $525,000 for a project to improve middle grade schools in Puerto Rico

The Puerto Rico Community Foundation was established in 1985 with support from the Ford and Rockefeller foundations and the Corporation to direct the expertise and resources of island leaders to problems in Puerto Rican society. Prior Corporation grants enabled the foundation to establish a commission of educators and policymakers to identify key issues in adolescent education, recommend areas for intervention, and plan a grant-making project through which selected schools could implement these recommendations.

With this grant, the foundation is working with eight demonstration middle grade schools that serve disadvantaged communities in Puerto Rico to help them implement curricular, organizational, and programmatic reforms. Also receiving support is the newly created Network of Middle Grade Educators, an islandwide organization that shares teaching strategies and information about the needs of young adolescents. Through its information center, the foundation is providing the schools and the network access to written and audiovisual materials on school reform. Experts in state and local educational reform from the mainland are advising the project, which is directed by psychologist Andrea Barrientos.

Texas Interfaith Education Fund
1106 Clayton Lane, Suite 120W, Austin, TX 78723

Two-year grant of $400,000 toward a project to promote effective parental and community involvement in improving middle schools

Despite its well-documented beneficial effects on students' achievement and attitudes toward school, parental involvement in children's formal education declines progressively during the elementary school years. By the time their children reach middle school, many parents only infrequently communicate with teachers, usually about grades or discipline problems. In disadvantaged and minority communities, mistrust toward school and education authority easily develops, as parents blame teachers for their children's unsatisfactory performance and school staff members regard parents as obstructive rather than as a potential resource in educating young adolescents.

Since 1986 the work of the Texas Interfaith Education Fund has helped break this pattern. The fund, directed by Ernesto Cortes, Jr., emphasizes the need to build personal relationships between adults in the school and in the community as the basis for collaboration that can help students succeed. The fund and its local partners have worked with more than ninety middle and elementary schools throughout Texas and Arizona. This grant is enabling the fund to extend its efforts to as many as four Texas middle schools that are seeking to implement reforms in keeping with *Turning Points* (see p. 35) and to the two or three elementary schools that feed students into each of them.

Other sources of support for the fund include the Pew Charitable Trusts, the Rockefeller Foundation, and Southwestern Bell Telephone.

Children's Aid Society
105 East 22nd Street, New York, NY 10010

Two-year grant of $376,000 for information and technical assistance on developing community schools

In 1989 the Children's Aid Society, one of the nation's oldest social welfare agencies, joined with the New York City Board of Education and Community School District 6 to create a full-service community school. I.S. 218, a middle school in a predominantly Latino community in the city, is organized into four academies, each a self-contained unit on a separate floor. The school is open six days a week year round, from 7:00 A.M. to 10:00 P.M. In addition to a regular school program, it offers breakfast, recreational and after-school activities, and such adult and family services as classes in English as a second language, aerobics, and Spanish.

The society began operating the school in 1992. Since then, executive director Philip Coltoff has received numerous requests for information, technical assistance, and training in building similar partnerships. The Corporation's grant is enabling the society to respond to these requests. Staff are being hired to conduct training workshops, produce written materials, manage a speakers bureau, and establish a clearinghouse connecting interested schools with potential local or regional partners.

I.S. 218 is the subject of a ten-year evaluation by the William T. Grant and Aaron Diamond foundations.

Stanford University
Program for Complex Instruction, School of Education, Stanford, CA 94305

Fifteen-month grant of $150,000 for a project on effective teaching for heterogeneous middle grade classes

Tracking — the common practice of grouping students into classes according to presumed ability level — is considered by many researchers and educators to harm those assigned to lower academic groups. There is evidence that these students are insufficiently challenged and often become stigmatized and isolated within the school, with the result that they never catch up to their peers. Since 1986, researchers at Stanford University's Program for Complex Instruction have been working to develop teaching methods that promote high achievement among all students in a heterogenous class. A 1990 Corporation grant supported the adaptation and testing of the program's curricular materials and instructional methods, designed to engage a variety of intellectual abilities. The effort was carried out in six San Francisco area middle grade schools that are ethnically and socioeconomically mixed. Preliminary results show that for all students, critical thinking skills in social studies and United States history improved more among those in complex-instruction classrooms than among those in classrooms using traditional instruction.

Members of the study team, under the direction of Elizabeth G. Cohen, a professor of education and sociology at Stanford, are using Corporation support to complete their analysis of achievement tests in mathematics and science and to conduct a second round of testing in social studies and U.S. history.

American Medical Association
515 North State Street, Chicago, IL 60610

Two-year grant of $406,700 toward training to provide clinical preventive services in school-based health centers

Columbia University
Center for Population and Family Health, 60 Haven Avenue, B-3, New York, NY 10032

One-year grant of $234,000 toward meetings on school-based health centers

Adolescents and African American adult males are the only two population groups in the United States whose health status has not improved in recent decades. Youths from disadvantaged communities are particularly prone to experience violent injuries and unintended pregnancy, while those from affluent communities are at higher risk of having motor vehicle accidents and eating disorders. Solutions to these problems require preventive approaches, among them enforcement of age restrictions on the purchase and consumption of alcohol and provision of comprehensive health education in schools.

In 1990 the American Medical Association (AMA) began developing *Guidelines for Adolescent Preventive Services,* a set of twenty-four recommendations that offer a practical framework for serving adolescents in private medical practice, community health centers, managed care facilities, and school-based health centers. With this grant, the AMA is establishing a training program for health professionals in forty school-based health centers in five states. The aim is to ensure the delivery of high-quality, efficient adolescent clinical preventive services that go far beyond the treatment of physical disease and other biomedical problems.

The project, led by the director of the AMA's department of adolescent health, Arthur B. Elster, will be evaluated and refined during its two-year demonstration phase.

In its 1991 report on adolescent health, which was informed in part by the work of the Carnegie Council on Adolescent Development, the Office of Technology Assessment of the U.S. Congress recommended an expansion in the number of school-based health centers in elementary, middle, and high schools to address the unmet health needs of America's children. While more than 600 such facilities now exist, funding and staffing are inadequate and standards are poorly defined.

Columbia University's Center for Population and Family Health at the School of Public Health has received Corporation funding to organize work groups that bring together health and education professionals to discuss the administrative and clinical operations of school-based health services and suggest ways of improving them. The groups have produced checklists of medical, mental health, and social services that should be delivered.

This grant supports four meetings of the work groups, organized by project director Christel Brellochs, on the subjects of funding health services through managed care plans, helping children with disabilities, improving mental health services, and examining the structure and coordination of services delivered by school health center personnel. A final report incorporating the recommendations and other results of the work group meetings will be published in 1995.

Joy G. Dryfoos
20 Circle Drive, Hastings-on-Hudson, NY 10706

Twenty-one-month grant of $95,000 for dissemination of Full-Service Schools *and writing on adolescents at risk*

Joy G. Dryfoos, author of the Corporation-supported book, *Adolescents at Risk: Prevalence and Prevention* (Oxford University Press, 1990), reported a growing consensus among school reformers and child advocates that schools should be the site of efforts to prevent pregnancy, delinquency, and substance abuse. Dryfoos has followed up that work with an examination of school-related social and health services — health clinics; mental health centers; early childhood development, day care, and family resource centers; and student incentive and mentoring programs — along with efforts around the country to bring such services into schools. Her latest book, *Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families* (Jossey-Bass, 1994) traces the evolution of services from health clinics in schools to partnerships between social service agencies and schools that bring together in one place the innovative programs essential to improving the lives of young people. It also addresses issues raised by efforts to implement these models, profiles attempts by twelve states to develop linked services, and suggests actions needed by federal and state governments and local communities.

This grant is permitting Dryfoos to disseminate the book's ideas through speaking engagements and articles for popular and professional audiences. She is also bringing out a revised edition of *Adolescents at Risk.*

Advocates for Youth
1025 Vermont Avenue, N.W., Suite 200, Washington, DC 20005

Twenty-one-month grant of $190,000 toward a support center for school-based and school-linked health centers

In 1985 the Center for Population Options, now known as Advocates for Youth, established the Support Center for School-Based and School-Linked Health Centers to strengthen school health centers and increase their public and political support. As the nation's primary provider of technical assistance and information to school-based and school-linked clinics, the support center encourages the provision of health and sexuality education, peer counseling, and youth-at-risk and dropout prevention programs.

Under previous Corporation grants, the support center has responded to requests for information about school health centers from administrators, policymakers, the media, government agencies, and the general public. Assistance has also been provided to administrators and practitioners, respectively, through regional training programs and guides to the creation, implementation, and evaluation of clinics. With this grant, staff members, under the direction of Debra Hauser, are continuing these activities, convening annual conferences, and developing classroom plans to help health center practitioners. Plans are to collaborate with education, health, advocacy, and other groups to keep adolescent health a high priority among policymakers and to publish two more guides: one on the evaluation of health centers and one on liability issues.

Additional support comes from the Brush and J. C. Penney foundations.

Alliance for Young Families
30 Winter Street, Eleventh Floor, Boston, MA 02108-4720

Three-year grant of $275,000 toward evaluation of adolescent health services in Massachusetts

Across the United States, health policies are increasingly favoring the use of health maintenance organizations (HMOs) for beneficiaries of publicly funded programs such as Medicaid. In 1993 the Alliance for Young Families, a consortium of health and human services organizations that works to improve adolescent health, received funding from the Corporation, the Robert Wood Johnson Foundation, and the Jessie B. Cox Charitable Trust to examine the quantity and quality of health services available to young people in Massachusetts, particularly under HMOs. According to preliminary data from the study, many services for poor and disadvantaged adolescents in school- and community-based health centers are not authorized by HMOs and other managed care agencies. As a result, these centers receive no reimbursement.

The alliance, whose executive director is Joan E. Tighe, is conducting further research and public education aimed at ensuring that adolescents' health needs are met. Topics studied include the effect of various kinds of insurance on adolescents' access to services; the benefits available to adolescents under HMO plans; and adolescents' perceived health care needs and their satisfaction with the services they receive. Project staff members will share their findings with health care professionals in other states. A final report will be disseminated nationally.

The Corporation's grant joins support from the Jessie B. Cox Charitable Trust.

Public/Private Ventures
2005 Market Street, Suite 900, Philadelphia, PA 19103

Thirty-month grant of $625,000 toward evaluations of voluntary youth-serving organizations

Voluntary organizations for young people provide valuable assistance and creative programs in supportive, safe environments during the out-of-school hours. The groups aim to foster healthy adolescents by offering them opportunities to learn new skills, to belong to a valued group, and to participate in community services.

This grant is enabling Public/Private Ventures (P/PV), a research organization specializing in youth issues, to evaluate the services of a representative sample of groups operating in low-income neighborhoods. The sample comprises five affiliates of Girls Incorporated, five of the YMCA, and several of the Boys and Girls Clubs of America. Led by Michelle Alberti Gambone, P/PV's deputy director of research, members of the study team are now analyzing the data to ascertain successful and unsuccessful strategies used to reach young people. The results will aid them in developing tools with which all youth-serving groups can assess their own effectiveness. Findings from the study — including details on the total numbers and types of youth being reached and gaps in the delivery of services — will be detailed in a report that explains the role these organizations play in the lives of youth living in high-risk environments.

The James Irvine and Charles Hayden foundations and an anonymous donor are also funding the study, which is guided by P/PV's standing research advisory committee of its board of trustees and a multidisciplinary advisory board.

WNYC Foundation
WNYC Communications Group, One Centre Street, New York, NY 10007

One-year grant of $200,000 toward production and educational outreach for "In the Mix," a national public television series for teenagers

Radio, television, recorded music, and music television are not only socializing influences on adolescents, they are also major sources of information and advice for the young. "In the Mix," a series broadcast on WNYC-TV, a public television station in New York City, consists of news and consumer segments for urban teenagers thirteen to eighteen, interspersed with music videos by popular artists. Five broad topics are highlighted: health, schools, jobs and careers, relationships, and role models. Teenagers host and participate in all aspects of the series. In 1992, with Corporation support, WNYC produced thirty-nine one-hour programs and informed teenagers, teachers, health workers, and parents about the series.

In this second year of the series, during which twenty-six original one-hour programs were produced, WNYC repackaged thirteen programs with new segments and updated music videos, repeated programs on issues such as AIDS, and produced three print and video spinoff specials on single issues for use in classrooms and by youth-serving organizations in their after-school activities.

Support for the series also comes from the Ford, Rockefeller, and Nathan Cummings foundations; the New York Community Trust; the Pew Charitable Trusts; and the Corporation for Public Broadcasting. WNYC comprises the WNYC Foundation and the WNYC Communications Group, headed by Steve Bauman.

LINC
P.O. Box 924, Alexandria, VA 22313

Nineteen-month grant of $50,000 toward a study of the effects of crime on after-school youth-serving programs

A Matter of Time: Risk and Opportunity in the Nonschool Hours, the 1992 report of the Carnegie Council on Adolescent Development, identified the out-of-school hours as a time of potential risk for young people, including the possibility they will engage in or be the victim of crime. While calling for a wider array of programs that could offer alternatives to gang activity, the report cited anecdotal evidence that children in crime-ridden communities may be afraid to attend an after-school program, that health centers may refuse to operate during nonschool hours unless protection is offered, and that fears about safety may cause staff and volunteers to refuse certain assignments.

Under this grant, LINC, a small for-profit social science research organization, is surveying 400 affiliates of the Boys and Girls Clubs of America, the National Association of Police Athletic Leagues, the Girl Scouts of the U.S.A., and the National 4-H Council. Led by research director Marcia R. Chaiken, the investigators are determining whether and how these groups are attempting to reduce crime in neighborhoods or at least lessen its effects, so they can more effectively serve their clients. They are also studying three affiliates that have formulated effective crime-prevention strategies in collaboration with police departments and other local agencies.

The U.S. Department of Justice also funds the research.

Drug Strategies
2445 M Street, N.W., Suite 480, Washington, DC 20037

Two-year grant of $600,000 toward research and writing on national drug policies

A persuasive case for a shift in federal drug policy toward one that gives top priority to reducing Americans' demand for illicit drugs was made in Mathea Falco's 1992 book, *The Making of a Drug-Free America: Programs That Work* (Times Books). Written with Corporation support, the book is helping to focus broad public and policy attention on alternative strategies for dealing with the drug problem, such as treatment and preventive education. A subsequent Corporation grant enabled Falco, an attorney and former assistant secretary of state for international narcotics matters, to disseminate the ideas presented in the book through media appearances and speaking engagements and by providing technical assistance to communities nationwide.

In 1993, as a follow-up, Falco launched Drug Strategies, a five-year initiative aimed at developing a concerted national plan for the financing of programs for the prevention and treatment of drug abuse and for education programs to inform and prompt American citizens to push for effective state and federal drug policies. With this grant, each year the project's staff will review the congressionally mandated federal strategy toward drugs and alcohol and evaluate promising approaches for combatting a major scourge of America's youth. Drug Strategies also receives support from the Soros, Robert Wood Johnson, and Edna McConnell Clark foundations.

Center on Addiction and Substance Abuse
152 West 57th Street, Twelfth Floor, New York, NY 10019-6092

Eighteen-month grant of $500,000 toward support

The Center on Addiction and Substance Abuse is the first institution to draw on all the professional disciplines relevant to the study of substance abuse and educate the public about its social and economic costs. The center evaluates prevention and treatment programs and encourages institutions and professions to assume a greater role in combating substance abuse. Its president is Joseph A. Califano, Jr., who was secretary of the U.S. Department of Health, Education, and Welfare from 1977 to 1979.

In addition to writing articles, holding conferences, and giving testimony, staff members have prepared documents for policymakers analyzing the costs of substance abuse to the nation's health care system and suggesting policies for reducing worldwide use and abuse of illicit substances. The center has established a demonstration project in six cities among high-risk eleven- to thirteen-year-olds and a national commission on substance abuse on the nation's college campuses. Finally, it has studied the consequences of substance abuse for women. With this grant, staff members are continuing these activities and are assessing prevention and early intervention programs among young people and Medicaid recipients.

The center also receives core support from the Robert Wood Johnson, Ford, Charles A. Dana, and William Randolph Hearst foundations and the Commonwealth Fund.

Sex Information and Education Council of the United States
130 West 42nd Street, Suite 2500, New York, NY 10036

Two-year grant of $200,000 toward adaptation and dissemination of national guidelines for sexuality education for children and adolescents

Forty-seven states and the District of Columbia mandate or recommend sex education programs in their schools. These programs provide basic information on sexuality and reproduction; some also address decision making and conduct exercises to help students resist pressures to have sex or, if they are sexually active, to encourage them to use contraceptives. Studies show that the programs help delay the onset of some students' sexual activity and that students enrolled in them are more likely to use a contraceptive at first intercourse and be consistent users of contraceptives than are those who are not. Yet questions remain about the accuracy, age-appropriateness, and cultural sensitivity of the instruction.

Under a Corporation grant in 1990, the Sex Information and Education Council of the United States (SIECUS) launched a five-year effort to develop guidelines for good-quality sexuality education from kindergarten through twelfth grade. With this grant, joined by support from the Ford and Robert Wood Johnson foundations, SIECUS executive director Debra W. Haffner and her staff are further disseminating the guidelines. They are also holding training sessions for teachers, adapting the guidelines for Latino communities, and making presentations at meetings of professional associations. Special efforts are being made to reach groups that operate in low-income communities that have high rates of teenage pregnancy.

Carnegie Corporation of New York
437 Madison Avenue, New York, NY 10022

Four-month appropriation of $46,853 for media education projects on adolescent development and on minority children's health

As a leading force for more and better science coverage by the print and broadcast media, the Scientists' Institute for Public Information (SIPI) offered a range of services designed to increase journalists' understanding of the critical science issues of the day. One such service, a program on adolescent development and minority children's health, received Corporation support beginning in 1990.

In May 1994, severe cash flow problems led SIPI to suspend operations. The Corporation's four-month appropriation enabled project director Margi Trapani and assistant director Debbie Fabian to continue holding focus group meetings with journalists and to fulfill their commitments for briefings and presentations at national conferences of media professionals.

University of Colorado Foundation
Center for the Study and Prevention of Violence, Campus Box 442, Boulder, CO 80309-0442

Two-year grant of $700,000 toward a center for the study and prevention of violence

The Tides Foundation
1388 Sutter Street, Tenth Floor, San Francisco, CA 94109-5427

Two-year grant of $675,000 toward support of a center for media information exchange

Since its creation in 1992 under a Corporation grant, the Center for the Study and Prevention of Violence has become a well-respected resource for researchers, practitioners, and policymakers interested in understanding and preventing violence, particularly among adolescents. Directed by Delbert S. Elliott, a leading scholar of delinquency and violence, the center is located within the Institute of Behavioral Science at the University of Colorado, Boulder. Its information clearinghouse collects, summarizes, evaluates, and stores data on youth violence and responds to requests for information from a variety of users — the general public, researchers, state and federal government employees, members of the business community, and journalists. Center staff members evaluate violence prevention programs, offer professional consultation on program development, review research proposals, and conduct empirical studies.

With renewed support from the Corporation, the center is publishing and disseminating its research studies as edited volumes and occasional papers. The center has commissioned critical reviews of the literature on violence prevention, from which it plans to issue a series of position papers on the implications for policies and programs. It is also involving graduate research assistants in center projects, thus training a cadre of new scholars in issues of violence prevention.

A growing number of researchers, educators, and parents in the United States have come to believe that children who are continually exposed to violent behavior as the preferred means of resolving disputes are likely to accept — even expect — violence in their own lives. Observers suggest that violent content in movies and television programs aids and abets this behavior in real life.

Prior Corporation support enabled Marcy Kelly, former media director of the Center for Population Options, to establish Mediascope, located in Hollywood. Mediascope's aim is to educate and sensitize the film and television industry to the possible effects on children of media depictions of violence and to encourage the creation and adoption of guidelines for a more responsible approach. A project of the Tides Foundation, Mediascope promotes the exchange of information between researchers and industry professionals and conducts seminars and workshops. In addition to giving expert testimony to legislative committees, Mediascope staff members prepare a variety of materials on violence and the media. To date these have included a report on how thirty-six countries rate, censor, and classify films, television, and videos; a film on children's reactions to media violence; and fact sheets.

This grant renewing support is supplemented by funding from the California Wellness Foundation and the Ruth Mott Fund.

Education Development Center
55 Chapel Street, Newton, MA 02160

Two-year grant of $340,000 toward a national network of violence prevention practitioners

In 1992 the Corporation awarded a grant to the Education Development Center to establish a national network of practitioners dedicated to preventing and reducing adolescent violence. The network, which was started and directed by Renée Wilson-Brewer and is now coordinated by Gwendolyn Dilworth, consists of twenty-one violence prevention and treatment programs across the United States. As the only one of its kind in the nation, the network seeks to improve the development, implementation, evaluation, and dissemination of workable interventions.

With subsequent funding from the Corporation, the center began providing technical assistance in response to inquiries from the public about program curricula, staff development, fund-raising, and coalition building. In addition to establishing and updating a violence prevention database, the center holds an annual conference aimed at improving the skills of the program directors. A new monthly bulletin, *Connections Alert*, addresses such topics as funding sources, pending legislation, and new curricula and program manuals. Members are aiming to turn the network into a self-sustaining organization through the addition of membership dues, subscriptions, and funds from other foundations. Efforts are also under way to create a national technical assistance center aimed at providing information, making referrals, and producing materials for organizations and individuals working on violence prevention.

Public Affairs Television
356 West 58th Street, New York, NY 10019

One-year grant of $300,000 toward production of television programs on youth violence

Over the next three years, public television stations are to participate in a special Public Broadcasting Service (PBS) initiative focusing on the problem of violence in America. In 1995 PBS is broadcasting two 120-minute specials, "Overcoming Youth Violence," produced by journalist Bill Moyers of Public Affairs Television. The four hours cover basic facts about youth violence, violence as a public health issue, promising approaches and interventions, and the relevance of ethical standards and social and economic justice to violence prevention. Each hour presents three field reports with additional perspectives by experts and by youths whose lives have been affected by violence.

Public Affairs Television, headed by Judith Davidson Moyers, will collaborate with WNET, the PBS New York affiliate, in formulating a plan to build partnerships between PBS stations and local community-based organizations that are coping with violence or operating violence prevention programs. Some possible products are teachers' guides and workshops on violence prevention strategies.

The broadcasts and the outreach are also supported by other foundations, PBS, the Corporation for Public Broadcasting, and Mutual of America Life Insurance Company.

University of Chicago
School of Social Service Administration, 969 East 60th Street, Chicago, IL 60637

Two-year grant of $56,200 for research and policy analysis on child and adolescent violence

The socialization of children, which in the past was considered the responsibility mainly of families, schools, and religious institutions, now is often shared with other formal institutions, such as child care centers, community agencies, child protective agencies, and juvenile courts. Peer groups and the mass media are also powerful socializing influences, for good or ill. The appropriateness and efficacy of these groups in performing this function is a major focus of the Public World of Childhood Project, since 1989 the work of an interdisciplinary group of faculty members at the University of Chicago, codirected by Margaret K. Rosenheim, a specialist in law and social policy, and Mark F. Testa, a sociologist. Under a prior Corporation grant, the group studied the risk of violence to and by children and young adolescents who spend large amounts of time outside the home and are increasingly beyond the supervision of their parents or responsible surrogates.

This final grant enabled staff members to hold a two-day workshop in September 1994 on the issues. Topics explored included the resilience of some children, risk identification and management in historical and cross-cultural contexts, the role of schools and child protective services in managing risk, and the use of the law to effect change and initiate interventions. Staff members have compiled the workshop papers and discussion summaries for inclusion in a book.

College Entrance Examination Board
45 Columbus Avenue, New York, NY 10023-6992

Twenty-eight month grant of $500,000 for a qualitative evaluation of the EQUITY 2000 program

EQUITY 2000 is a school-district-wide, model precollege intervention program established in 1990 by the College Entrance Examination Board. Its aim is to increase the college entry and success rates for all students but particularly minorities and the disadvantaged. The program, which is being pilot tested in fourteen school districts in six urban areas in the United States over a six-year period, employs a broad range of strategies used in other successful precollege intervention programs. Because students in algebra and geometry are nearly always placed in precollege courses in other subjects, the program concentrates on middle and high school math as the lever for achieving wider academic reform. The program provides student academic enrichment and professional development for teachers and counselors. It also encourages parental involvement and formal partnerships among school districts, local institutions of higher education, and the business community.

This grant is enabling the College Board to determine whether the program is indeed enhancing students' achievement and to assess for whom and under what conditions specific interventions are effective or ineffective. Vinetta C. Jones, national director of EQUITY 2000, leads the evaluation effort.

Major funding for the program is also provided by the National Science Foundation, the DeWitt Wallace–Reader's Digest Fund, and the Ford, Rockefeller, and Aetna foundations.

National Academy of Sciences
National Research Council, 2101 Constitution Avenue, N.W., HA 476, Washington, DC 20418

Two-year grant of $394,000 for a project to promote performance-based mathematics assessment on the state and local levels

In 1985 the National Academy of Sciences' National Research Council created the Mathematical Sciences Education Board to provide national leadership in improving the content, instruction, teacher education, and methods of assessing students' achievement in the nation's school and college mathematics programs. Corporation funding has supported the board's development of curricular models for school mathematics, a national summit on mathematics assessment, and the production of elementary school mathematics kits for Spanish-speaking parents and children. The board has produced three documents on assessment. The first sets forth goals developed at the national summit, the second offers prototypes of specific assessment tasks, and the third, *Measuring What Counts*, outlines the principles of mathematics assessment.

With this grant, the board, led by senior project director Linda P. Rosen, is carrying out a project enabling teachers to share expertise in mathematics assessment and develop innovative student assessment programs. Through an electronic network, a newsletter, meetings, and a toll-free number, members of a mathematics assessment consortium — primarily state mathematics supervisors and testing directors — are exchanging information about state-level assessments and other issues in performance-based mathematics assessment.

Southeastern Consortium for Minorities in Engineering
c/o Georgia Institute of Technology, Atlanta, GA 30332-0270

Two-year grant of $260,200 toward a program in engineering, science, and mathematics on the elementary level at predominantly minority public schools

The Southeastern Consortium for Minorities in Engineering is a school partnership program that links university engineering programs, government agencies, and corporations with 350 middle and high schools serving more than 16,500 minority students in nine southeastern states and the District of Columbia. It operates primarily as a teacher development program to enrich existing curricula and improve instructional strategies. R. Guy Vickers is executive director.

The consortium, which originally operated only in high schools, received a Corporation grant in 1988 to extend the model to the middle school level. More recently, consortium teacher teams in middle schools, citing frustration with the quality of instruction entering students have received, recommended that the program be expanded to the earlier grades, an activity for which this grant provides support. The program will be carried out in three phases: pilot testing of modules; training for elementary school teachers; and provision of participating schools with networking and communication, resource development, and workshops. Consortium staff members will write articles and give speeches to promote the model among other precollege programs nationwide.

The consortium also receives support from the BellSouth Foundation, the National Aeronautics and Space Administration, the U.S. Department of Energy, and the National Science Foundation.

National Board for Professional Teaching Standards
300 River Place, Suite 3600, Detroit, MI 48207

One-year grant of $1,000,000 toward support

The National Board for Professional Teaching Standards, whose president is James A. Kelly, was created by the Corporation in 1987 to set national standards for excellence in teaching in different fields and to develop and test assessment procedures that draw on pioneering techniques going well beyond paper-and-pencil tests. The board members, of whom two-thirds are teaching professionals and one-third are from the public and private sectors, intends to offer certificates in thirty-three fields defined by developmental level (early and middle childhood, early adolescence, young adulthood) and subject matter, including special certificates for work with students with limited proficiency in English and students with disabilities. The first certificate was offered in January 1995; all thirty-three will be offered by 1998.

Renewed support is enabling the board to offer certification in several states and to attempt to obtain media coverage and endorsements by influential organizations. States and localities are being encouraged to create incentives for teachers to prepare for certification. Board members are preparing print and video materials for specific audiences and conducting forums for educators. They are also trying to increase the supply of high-quality entrants into the profession and improve teachers' preservice education and professional development activities.

The board also receives support from corporations, other foundations, and the federal government for its research and development.

National Governors' Association Center for Policy Research
Hall of the States, 444 North Capitol Street, Washington, DC 20001-1572

Two-year grant of $600,000 toward assistance to states in implementing national goals for education in the 1990s

At the education summit meeting held in 1989, President Bush and the nation's governors entered into a partnership dedicated to setting national education goals and creating mechanisms for holding states and schools accountable for reaching them. The governors agreed that all students, regardless of their background or ability, must be engaged in the rigorous process of acquiring skills and knowledge necessary for achieving success in a changing economy. Since then the Corporation has supported work by the National Governors' Association Center for Policy Research related to these goals and to systemic reform.

This grant is enabling the association to concentrate on three issues under the direction of Paul Goren, head of its Education Policy Studies division. The association is drafting a series of education policy briefs for governors, particularly those who are newly elected, on such topics as school readiness, standards and assessment, and finance. It is also coordinating efforts by individual states to set content and performance standards with national-level efforts. Finally, it is preparing and disseminating the deliberations of a network of governors' education policy advisors with expertise on capacity building and professional development.

Support for the association also comes from the Pew Charitable Trusts, the Lilly Endowment, and the Annie E. Casey and Ford foundations.

University of Michigan
School of Education, 610 East University,
4109B SEB, Ann Arbor, MI 48109-1259

Eighteen-month grant of $149,500 for a study of federal education policy for disadvantaged children

In April 1994 Congress enacted Goals 2000: The Educate America Act. The measure, which was advanced by President Clinton, encourages states to establish ambitious goals and standards for schools, revise curricula and assessments in light of these standards, and offer new incentives to schools, teachers, and students. Subsequently the administration proposed, and Congress approved, the linking of Chapter I of the Elementary and Secondary Education Act to the guiding framework established by Goals 2000. A reformed Chapter I, now called Title I, requires that economically disadvantaged children be offered the same demanding curriculum and meet the same high standards as those from wealthier communities.

This grant is enabling a team of researchers at the University of Michigan, led by historian David K. Cohen, to examine the historical, political, and intellectual roots of these efforts to reform education for disadvantaged children. The investigators will explore the broad intellectual and political developments that led to the proposed changes in Chapter I and the political and legislative efforts that incorporated them into a politically feasible program. The history and an analysis of the problems that state and local educators may face in implementing the anticipated reforms will be incorporated in a book for policymakers and educators.

National Center on Education and the Economy
1341 G Street, N.W., Suite 1020,
Washington, DC 20005

Two-year grant of $600,000 toward implementation of the report of the Commission on the Skills of the American Workforce

Under a Corporation grant in 1989, the National Center on Education and the Economy established the Commission on the Skills of the American Workforce. Its report, *America's Choice: High Skills or Low Wages!* (1990) asserted that real wages and productivity in the United States have declined over the past two decades and that countries whose productivity is growing are characterized by new forms of work organization and a highly skilled work force. The report called for creation of a national education performance standard, using the highest world standards as a benchmark, that all students must meet at age sixteen. It also recommended alternative learning environments to help those students who are not succeeding in conventional schools to meet this standard and technical and professional certificates for students and adult workers who do not pursue a baccalaureate degree.

With this grant, joined by support from the DeWitt Wallace–Reader's Digest Fund, Betsy Brown Ruzzi, associate director of the center's Workforce Skills Program, is leading efforts to develop a certificate to be awarded to students who reach a national standard in core subjects. The center will analyze international and state models for building skills standards, work with states to devise school-to-work transition systems, and create a task force of business leaders to encourage development of student standards, skills standards, and high-performance workplaces.

Teachers College, Columbia University
National Center for Restructuring Education, Schools, and Teaching, 307 Main Hall, Box 86, 525 West 120th Street, New York, NY 10027

Two-year grant of $400,000 toward a commission on teacher development

The 1986 report of the Carnegie Forum on Education and the Economy, *A Nation Prepared: Teachers for the 21st Century*, helped generate wide support for enhancing the teaching profession. Yet existing efforts, while promising, are neither coordinated nor clearly part of a common agenda.

This grant supports the National Commission on Teaching and America's Future, charged with focusing attention on teacher development as a foundation for continuing school reform and restructuring. With a membership of educators, public officials, business leaders, and individuals active in school reform, the commission will recommend approaches to teacher recruitment, preparation, induction, licensing, and professional renewal that can meet the requirements of twenty-first-century schools. It will formulate a policy agenda that connects reform efforts in the teaching profession with efforts to restructure schools. Among the approaches being considered are internships for beginning teachers and scholarships and forgivable loans to support the education of talented students and others interested in becoming teachers.

The commission is chaired by James B. Hunt, Jr., governor of North Carolina, and led by Linda Darling-Hammond, codirector of the National Center for Restructuring Education, Schools, and Teaching, which is based at Teachers College, Columbia University. Principal funding comes from the Rockefeller Foundation.

Quality Education for Minorities Network
1818 N Street, N.W., Suite 350, Washington, DC 20036

One-year grant of $700,000 toward support

A major interest of the Quality Education for Minorities (QEM) Network is the development of a national strategy to increase significantly the number of minorities entering mathematics, science, and engineering. QEM, whose president is Shirley M. McBay, provides technical assistance to minority institutions to improve their science programs, places talented high school students in summer apprenticeships with aerospace researchers, and trains selected teachers to become knowledgeable leaders of science education reform in their states. Its membership organization, the Quality Education for Minorities in Mathematics, Science, and Engineering Network, comprises eighty-one educational institutions across the United States.

In 1993 QEM held an education summit to call attention to the poor quality of education for minorities and discuss the implications for minorities of current education reform efforts. In addition to updating its 1990 report, *Education that Works: An Action Plan for the Education of Minorities*, QEM is holding meetings for public and private officials and larger conferences on specific topics. Plans are under way to create community service centers on minority campuses located near public housing, through which college students would offer families tutoring, mentoring, and health education.

This grant renewing support is supplemented by the National Science Foundation, NASA, the Annenberg/CPB Math and Science Project, and the Annie E. Casey Foundation.

Teachers College, Columbia University
Program in Education for a Changing Society, Box 163, New York, NY 10027

One-year grant of $50,000 toward a seminar on the role of schools in providing services to families

In 1987, Francis Keppel, former U.S. commissioner of education and Carnegie Corporation trustee; Michael O'Keefe, then president of the Consortium for the Advancement of Private Higher Education and now executive vice president of the McKnight Foundation; and P. Michael Timpane, until recently president of Teachers College, Columbia University, joined forces to reexamine the federal role in education. With support from the Corporation and other foundations, they brought together scholars and policymakers for a variety of seminars, including one at which the idea of setting national education goals was raised.

With this grant, O'Keefe, Timpane, and Nancy E. Pelz-Paget, deputy director of the Program in Education for a Changing Society at Teachers College, organized a seminar on the role of contemporary schools in providing services to families. Three areas were addressed: outcomes of recent legislative, curricular, and community-based efforts to link parents and schools; lessons learned by health and social service professionals who engage families in their programs; and areas in which schools should attempt to meet the broad needs of families and children. Participants reviewed the history of school-family partnerships and analyzed the impact of promising programs. Their findings and recommendations are being widely disseminated.

Additional support comes from the McKnight Foundation.

NAACP Legal Defense and Educational Fund
99 Hudson Street, Suite 1600, New York, NY 10013-2897

Three-year grant of $555,000 toward support of its education litigation program

Since 1968 the Corporation has supported efforts by the NAACP Legal Defense and Educational Fund to improve the quality of education for blacks. Through its education litigation program, led by Norman Chachkin, the fund monitors the approximately 300 desegregation orders that remain in seventeen southern and border states. In contrast to black students in other regions, whose schools have remained segregated — or have become resegregated — as a result of racially separate housing patterns, black students in these states are more likely to attend integrated schools.

The fund also works to remedy racially discriminatory practices in school districts where desegregation remedies are not available, including most of the large inner-city school systems outside the South, and it addresses such issues as faculty recruitment, tracking of students, retention in grade, disciplinary policies, classification schemes for programs for learning-disabled or retarded students, and standards for admission into advanced programs. Finally, the fund defends minority scholarship programs, promotes enforcement of policies that would improve black students' access to postsecondary institutions, and endeavors to preserve opportunities at historically black colleges.

This grant renewing support is supplemented by funding from individuals, foundations, court fees, bequests, and corporate and United Way campaigns.

NAACP Special Contribution Fund
4805 Mt. Hope Drive, Baltimore, MD 21215-3297

One-year grant of $250,000 for a program of education litigation and advocacy

The education litigation program of the NAACP Special Contribution Fund, which has received Corporation support since 1971, addresses issues of racial desegregation, educational quality, and, in recent years—as minority students have come to outnumber whites in many school districts across the nation—resegregation.

Over the past seven years, the Corporation has supported three activities of the fund. In the first, a team based in Atlanta responds to instances of continued segregation or resegregation and other civil rights violations in the South. The team also pursues cases where school districts seek relief from school desegregation orders before full compliance has been achieved. In the second, the fund handles cases involving such issues as the disproportionate placement of African American students in low-ability classes ("tracking") and inequities in school funding. Finally, NAACP education committees throughout the country work to ensure that minority communities receive a fair share of new school facilities and encourage school districts to employ magnet schools and other educational techniques for preventing resegregation.

This grant is providing continued support to the program while the fund seeks to strengthen and broaden its mission in education.

Puerto Rican Legal Defense and Education Fund
99 Hudson Street, Fourteenth Floor, New York, NY 10013-2815

Three-year grant of $450,000 for the Education Rights Project

Founded in 1972 to protect the civil rights of Puerto Ricans and other Latinos, the Puerto Rican Legal Defense and Education Fund attempts, through its Education Rights Project, to make high-quality education available to these groups. The fund, which operates primarily in the Northeast, has won landmark cases that have expanded employment opportunities, increased access to private and public housing, established bilingual and special education programs, and broadened voter participation.

In addition to renewing support for the project's activities, the current grant is enabling the fund, now led by Juan A. Figueroa, to examine the most recent research on why Latino students tend to be underachievers in school. The results of the study will help determine the fund's agenda over the next several years. Colloquia are being convened in New York, Washington, D.C., and Chicago to stimulate research; strengthen communication among researchers, education litigators, and advocates; and enable the Latino community to formulate a national strategy for advocacy and litigation in areas of common interest. The fund is working with other organizations to bring greater local and national attention to the educational needs of Latino students.

The Ford and Rockefeller foundations also provide support.

National Council of La Raza
900 Wilshire Boulevard, Suite 1520, Los Angeles, CA 90017

Two-year grant of $300,000 toward dissemination of community-based education models for Hispanic students and adults

Since 1986 the Corporation has supported efforts by the National Council of La Raza, the nation's largest Hispanic advocacy organization, to direct Project EXCEL (EXcellence in Community Education Leadership). The project operates six low-cost model programs that bring together parents, teachers, and the private sector for work with Hispanic school-aged children and youth in increasing their educational success. Beginning in 1991, La Raza received Corporation funds to evaluate two of the models: Academia del Pueblo, an after-school and Saturday classroom program that aims to prevent school failure, and Parents as Partners, which teaches parents how to help their children succeed in school. The evaluation provided a wealth of information about the factors important in creating stable, effective educational support programs.

Under this grant, staff members of La Raza, who have been led by project director Lori S. Orum, will document the lessons learned from the evaluation. Among the materials likely to be produced are planning and implementation handbooks, curricula, guides to staff training, an evaluation manual, and briefs on how schools and community organizations can work in collaboration. These will be disseminated to other organizations and schools interested in creating after-school programs for Hispanic students and parents. La Raza will maintain a related peer assistance network among established and new sites.

Children's Defense Fund
25 E Street, N.W., Washington, DC 20001

Three-year grant of $700,000 toward support of violence prevention, health, and child care projects

The Children's Defense Fund (CDF), which was founded in 1972 with support from the Corporation and other foundations, is the nation's preeminent child research and advocacy organization. Directed by Marian Wright Edelman, it has used Corporation funding over the years to mobilize local and national groups to pursue more progressive government policies on behalf of poor children and their families.

This grant supports three areas of work. In violence prevention, CDF is publishing data on children and youth as victims and perpetrators of violence, educating the public about the risks of owning firearms, and publishing materials for use by religious leaders, educators, and members of professional organizations and within child care facilities. In the health domain, it is continuing to coordinate the work of a national task force on health insurance and conduct a campaign for child immunization. Finally, CDF is expanding its minority child care leadership training and providing information and technical assistance to policymakers in states that want to improve their child care services.

Major support also comes from the Aaron Diamond, Ford, John D. and Catherine T. MacArthur, and Robert Wood Johnson foundations; the DeWitt Wallace–Reader's Digest Fund; and Aetna Insurance.

National Academy of Sciences
2101 Constitution Avenue, N.W.,
Washington, DC 20418

Two-year grant of $650,000 toward support of the Board on Children and Families

The National Forum on the Future of Children and Families was created by the National Academy of Sciences' National Research Council and Institute of Medicine under a Corporation grant in 1987. During its six years of operation, the forum brought research-based knowledge in child health and development and related fields to the attention of decision makers responsible for shaping policies and programs for children and their families. With subsequent Corporation support, the academy in 1993 established the Board on Children and Families, which constitutes a permanent structure for addressing contemporary conditions that affect children, youth, and families. The twenty-member board represents the disciplines of child development, pediatrics, sociology, public health, nursing, economics, health policy, education, and the media. Deborah Phillips, a developmental psychologist, is director.

The current grant provides core support for the board. It is also enabling the board to develop a research agenda identifying instructional techniques for children whose English is limited, commission a study of the causes and consequences of family violence, and organize a workshop on the impact of welfare reform initiatives on young children.

The board also receives support from the U.S. Department of Health and Human Services and the Ford and W. T. Grant foundations.

The Austin Project
LBJ Library, 2313 Red River Street, Austin,
TX 78705

One-year grant of $300,000 toward support

The Austin Project, for which planning began in 1992 at the Lyndon B. Johnson School of Public Affairs at the University of Texas, aims to mobilize the public and private sectors toward reversing the decline of poor neighborhoods in the city of Austin. Its premise is that the problems of these neighborhoods are complex and cannot be dealt with in piecemeal fashion. The project focuses principally on children and youth. It has been endorsed by local political leaders, representatives of corporations, members of the media, and residents of low-income black and Hispanic neighborhoods.

A prior Corporation grant enabled the Austin Project to hire Martin H. Gerry, former assistant secretary for planning and evaluation in the U.S. Department of Health and Human Services and former head of the department's office for civil rights, as executive director. Under his leadership, the project has drawn up a detailed plan for the development of healthy children and families, strong communities, and paths to full employment for three low-income neighborhoods in Austin. Work has now begun in two of these, and the project is developing neighborhood associations in several other low-income areas. Also under way are plans to establish a child care facility that will be linked to health services, parent education, and training for workers; a citywide immunization campaign; and a one-stop employment and training center. This grant renews support.

Stanford University
Center for the Study of Families, Children and Youth, Building 460, Stanford, CA 94305-2135

Three-year grant of $157,700 toward support of a curriculum on children and society

The deteriorating circumstances in which many American children live has called public attention to the need to improve policies and programs on their behalf. But for social policy in this area to be successful, the nation will need advocates and professionals who are broadly trained and who understand the complexities of policy implementation.

Faculty members at Stanford University are developing a model curriculum aimed at providing an interdisciplinary perspective on the services that vulnerable children and families need and offering an opportunity to recruit future professionals to the study of children and families. The curriculum is unique not only for bringing the tools of developmental psychology, education, and family sociology to the substantive study of children's issues but also for enabling students to develop ties with local communities. Students take survey courses on the condition of America's children and learn to apply the techniques of policy analysis to specific children's issues. They then work as interns with policymakers and collaborate with other students to explore local community problems and assess proposed solutions. The curriculum is administered by the Stanford Center for the Study of Families, Children and Youth and directed by Sanford M. Dornbusch, a professor of human biology at Stanford.

This grant provides core support for the initial three years of the curriculum.

The Aspen Institute
Congressional International Program, 1333 New Hampshire Avenue, N.W., Suite 1070, Washington, DC 20036

Fifteen-month grant of $110,000 for a public policy project to promote the well-being of children

In 1989, through a Corporation grant to Florida State University, former U.S. senator Lawton Chiles launched a project called "Our Children's Future." When Chiles was elected governor of Florida in 1990, the Urban Institute assumed responsibility for the project. Under the direction of economist Isabel V. Sawhill, it was renamed "the Children's Roundtable."

In 1993 Sawhill was appointed to the federal Office of Management and Budget. Under this grant, the project was transferred to the Aspen Institute, where it is now known as "the Children's Policy Forum." Directed by former U.S. senator Dick Clark, a senior fellow at the institute, the project has retained its original mandate: to bring together high-level policymakers with scholars and practitioners to address the problems of America's children and youth. The grant also permitted forum staff members to plan four occasional dinner meetings and an annual retreat as a means of keeping members of Congress abreast of developments in child health and education. The forum receives guidance from an advisory committee and senior consultants knowledgeable about policy issues and the healthy development of children.

Children Now
1212 Broadway, Suite 530, Oakland, CA 94612

One-year grant of $100,000 toward a conference on children and the news media

As one of the nation's largest state-based child advocacy organizations, Children Now endeavors to use the media for public education and policy change. It produces public service announcements on children's issues, sponsors community health fair programs in collaboration with local broadcast and print media, and disseminates annual research-based reports on the status of California's children. Its work has become a model for many other state and local children's groups.

Under this grant, Children Now held a conference on children and the news media. Seventy-five leaders of the print and broadcast media met with experts on children's policy with the aim of producing recommendations for improving news coverage of children's issues. Roundtable discussions based on original research addressed three topics: the treatment of violence by the news media, the sources of news for young children, and newspaper coverage of children's issues. The conference proceedings were summarized for dissemination to media experts, policymakers, and children's groups.

Codirecting the project were James P. Steyer, president of Children Now, and Vicky Rideout, a senior consultant to the organization.

American Academy of Pediatrics, Elk Grove Village, IL
Toward support of the Ad Hoc Working Group on Integrated Services, $25,000

American Association for Higher Education, Washington, DC
For publications on Chapter I of the Elementary and Secondary Education Act–1965, a federal compensatory education program for disadvantaged students, $25,000

The American Bar Association Fund for Justice and Education, Washington, DC
Toward a conference on gun violence, $25,000

American Council of Learned Societies, New York, NY
Toward a study by Richard D. Heffner of self-regulation in the media in America, $25,000

American Library Association, Chicago, IL
For planning a national initiative linking libraries and youth-serving organizations, $25,000

American Orthopsychiatric Association, New York, NY
Toward a project to strengthen the mental health component of the Head Start program for disadvantaged young children, $25,000

American Public Health Association, Washington, DC
Toward a public education campaign about the importance of public health, $25,000

Association of Junior Leagues International, New York, NY
Toward planning the transfer of its teen outreach program to a youth-serving organization, $25,000

Big Brothers/Big Sisters of America, Philadelphia, PA
For planning a national strategy to reach and serve Hispanic children and adolescents, $25,000

Boys & Girls Clubs of America, Atlanta, GA
For a meeting to plan education enhancement programs for children and early adolescents in public housing projects, $25,000

California Child Care Resource and Referral Network, San Francisco, CA
For planning an evaluation of a training program for family child care providers, $25,000

University of California, Los Angeles, Los Angeles, CA
Toward a national child and family health policy consortium, $25,000

Center for Media Literacy, Los Angeles, CA
Toward completion of curricular materials on the impact of media violence, $25,000

Children of Alcoholics Foundation, New York, NY
Toward a forum on family violence and parental addiction, $25,000

The Children's Health Fund, New York, NY
Toward support of a report on barriers to health care services for underserved children, $25,000

Coalition of Community Foundations for Youth, Kansas City, MO
For technical assistance to community foundations on youth development, $25,000

University of Colorado, Denver, Denver, CO
Toward a study of the costs and quality of child care programs, $25,000

Columbia University, New York, NY
Toward a study of innovative European policies and programs for children under age three, $22,000

Conference Board of the Mathematical Sciences, Washington, DC
Toward its Task Force on Minority Participation and Achievement in Mathematics, $25,000

Cornell University, Ithaca, NY
Toward research and writing by Moncrieff Cochran on U.S. child care and family support policy in a global context, $12,000

Council of Chief State School Officers, Washington, DC
For a technical assistance meeting on school-based community service programs, $25,000

Emory University, Atlanta, GA
Toward a meeting at the Carter Center on guns as a health risk to children and adolescents, $25,000

The ETV Endowment of South Carolina, Spartanburg, SC
Toward a television series about education, $25,000

Joint Oceanographic Institutions, Washington, DC
For planning educational materials with the Smithsonian Institution for its "Ocean Planet" exhibit, $25,000

Mount Sinai Medical Center, New York, NY
Toward a feasibility study for improving the health status of families and children in New York City, $22,000

National Academy of Education, Stanford, CA
Toward a study group on the National Education Standards and Improvement Council, $25,000

National Center for Clinical Infant Programs, Arlington, VA
For improving publications capacity, $25,000

NEON Inc., New York, NY
Toward the pilot phase of a science television series for children, $25,000

Planned Parenthood Federation of America, New York, NY
Toward planning a comprehensive service program for disadvantaged adolescent males, $25,000

Public Agenda Foundation, New York, NY
Toward research on public attitudes toward American values, $25,000

Radcliffe College, Cambridge, MA
Toward a fellowship at the Bunting Institute for Adrian Nicole LeBlanc, $7,000

The Rockefeller University, New York, NY
As a final grant toward a program to strengthen science education in New York City, $25,000

Sigma Xi, The Scientific Research Society, Research Triangle Park, NC
Toward a forum on precollegiate science education reform, $25,000

Stanford University, Stanford, CA
Toward an educational media package on community approaches to substance abuse by youth, $25,000

U.S. Research and Education Institute for Child and Adolescent Psychiatry and Allied Professions, New Haven, CT
Toward a conference on violence and vulnerable children, $25,000

WGBH Educational Foundation, Boston, MA
Toward educational materials for a television series on women scientists, $25,000

Cooperative Security

Under its program on Cooperative Security, the Corporation has supported independent research and discussion among scholars, policymakers, and informed members of the public toward developing a new international security strategy based on principles of cooperation rather than competition and integration rather than isolation. Guiding the agenda of the program has been a consortium of individuals from research institutions who have defined and undertaken the operational design of an international cooperative security regime. The consortium's work culminated in the publication in 1994 of the Brookings Institution's book, *Global Engagement: Cooperation and Security in the 21st Century.*

Exploring prospects for more robust efforts by the United States and other major weapons suppliers to curb the spread of advanced weaponry is the aim of the *strategy and arms control* subprogram. The Corporation is paying particular attention to efforts to secure and disable the nuclear arsenals of the former Soviet Union, a legacy of the Cold War; to manage the downsizing of the military forces and industrial complexes of great powers; and to strengthen arms export control laws and regulations.

The Corporation is continuing to examine ways of *strengthening democratic institutions* in the former Soviet Union and Eastern Europe, where especially ominous threats to international stability loom in the region's ethnic and nationalist conflicts. The Corporation supports efforts to strengthen democratic institutions, to build elements of a civil society in the former Soviet bloc, and to render more effective the Western response to the threat of disintegration or internal destabilization in the new democracies.

Ethnic, nationalist, religious, and territorial enmities present new and formidable challenges to multilateral institutions, most especially the United Nations as it shifts from intervention in interstate conflicts to involvement in intrastate conflicts. How to identify and resolve these disputes before violence breaks out is the governing principle of the Carnegie Commission on Preventing Deadly Conflict, established in 1994. The commission is examining the principal causes of deadly conflicts within and between states, considering the circumstances that may deter or foster their outbreak, seeking to identify conflicts that are likely to escalate into violence, and exploring the functional requirements of an effective system for preventing war.

An important condition for strengthening democracies and political economies and for preventing deadly conflict is the American public's understanding of its stakes in the outcome. Under *educating policymakers and the public,* the Corporation supports efforts to build a national consensus on the requirements of international security, nonproliferation of advanced weapons, and reform in the former Soviet sphere.

Beginning in the year 1994–95, the title of the program will be changed to Preventing Deadly Conflict, reflecting a world of more dispersed conflicts between groups.

Defining Security

The Brookings Institution
1775 Massachusetts Avenue, N.W.,
Washington, DC 20036-2188

Three-year grant of $1,500,000 toward research on the operational aspects of a cooperative security system

In 1990 the Brookings Institution used Corporation support to launch a three-year program of research and leadership education to develop the concept of cooperative security as a guiding principle for avoiding threats to world peace in a post-Cold War world. Led by political scientist John D. Steinbruner, a team of seventeen scholars has defined cooperative security as formal reliance on collaboration rather than competition among countries and the creation of political, economic, and security relationships that protect the integrity of borders and that provide greater transparency, mutual reassurance, safeguards, and means of verification to allies and former adversaries alike.

With renewed support, Brookings is continuing the program. In an effort to construct practical applications of cooperative security principles, the scholars are examining the size and intended uses of existing military deployments. This undertaking involves evaluating the contingencies to which countries may reasonably respond and exploring the need to make adjustments in both strategic and conventional military operations. They are also assessing the potential for applying cooperative security principles in Russia, Asia, the Middle East, the Balkans, and other regions, along with the prospects for controlling weapons proliferation. Finally, they are examining the threats to stability posed by rapid population growth, with the aim of determining how the principle of cooperative security can be applied to global environmental management.

Strategy and Arms Control

Carnegie Endowment for International Peace
2400 N Street, N.W., Washington, DC 20037-1153

Two-year grant of $800,000 toward projects on nonproliferation and regional security

This grant renews support for two distinct but related research programs of the Carnegie Endowment for International Peace. Each has become an internationally respected source of information and analysis on nuclear proliferation and arms control. The leaders of both programs argue that, to be effective, nonproliferation measures must take into account not only the supply of weapons but the local security concerns that spur regional arms races.

In the Nuclear Nonproliferation Project, Leonard S. Spector and associates have conducted periodic surveys of nuclear programs around the globe, developed a computer-based network of nonproliferation specialists, and hosted annual conferences bringing together these and other experts for information sharing and consultation. In 1992 a group of experts that Spector convened to discuss nuclear weapons and the security of the Korean peninsula visited North Korea and reported that it had produced weapons-grade plutonium.

The Middle East Arms Control Project led by Geoffrey Kemp provides one of the few nongovernmental forums in which scholars, retired military officers, and knowledgeable others from the Middle East, Europe, and the United States may confer on Arab-Israeli arms control and security in an atmosphere conducive to candor. The results of their informal talks are conveyed to policymakers in their home countries.

The Henry L. Stimson Center
21 Dupont Circle, N.W., Fifth Floor,
Washington, DC 20036

Two-year grant of $600,000 toward support

Founded in 1989 with Corporation support, the Henry L. Stimson Center specializes in research and public education on arms control and international security. Prior Corporation funding enabled the center, led by president Michael Krepon and chairman Barry M. Blechman, to monitor implementation of the Chemical Weapons Convention. The agreement, signed in 1993 by 150 nations, bans the development, production, acquisition, stockpiling, transfer, and use of chemical weapons. Staff members have also studied ways in which confidence-building measures, which helped to improve East-West relations during the Cold War, could be used to reduce tensions elsewhere in the world.

With this grant, the center is folding these activities into a broad project intended to make the goal of eliminating all weapons of mass destruction a systematically developed policy option in the United States and other nations. Through commissioned studies and research by its own scholars, the center is exploring the roles of these weapons in regional politics and security relationships and setting forth regional strategies that might eventually lead to their elimination. A second area of study involves the projected impact of the elimination of weapons of mass destruction on American foreign policy goals, on relations with allies, and on the composition of military forces. The center is further exploring possible safeguards against the reintroduction of weapons of mass destruction.

Stanford University
Center for International Security and Arms Control, 320 Galvez Street, Stanford, CA 94305-6165

One-year grant of $440,000 toward a study of Soviet and American approaches to conversion of defense industries

Grants to Stanford University's Center for International Security and Arms Control over the years have enabled military experts and scientists from the United States and from states of the former Soviet Union to study their respective approaches to defense conversion and design models for conversion-privatization. In addition to illuminating the obstacles as well as the paths to successful conversion in both regions, the center has provided practical assistance to five enterprises in Russia seeking to privatize and function in a market economy. It has established partnerships with three institutions in Russia — the Institute for USA and Canada Studies, Moscow State University, and Moscow's new Institute for the Economy in Transition — in the effort to offer advice in management, finance, and employee relations.

The current grant is enabling center staff members, led by codirectors David J. Holloway and Michael May, to continue to publish their research findings on the problem of defense conversion in Russia and assist Russian enterprises. They are also working with U.S. policymakers and researchers and with representatives of international financial institutions to encourage the coordination of technical assistance strategies to the Soviet successor states. A workshop held in cooperation with the Institute for the Economy in Transition addressed key issues in the reform of the Russian economy.

The project is also supported by the Eurasia Foundation.

Parliamentarians for Global Action
211 East 43rd Street, Suite 1604, New York, NY 10017

Two-year grant of $200,000 toward projects to strengthen multilateral security and peacekeeping institutions

Parliamentarians for Global Action (PGA), whose 900 members are representatives in the national legislatures of more than eighty countries, was established in 1979 to promote disarmament and enhance global military, economic, and environmental security through international cooperation. It encourages debate and action on these issues by preparing strategy papers, organizing policy development workshops, and providing training. It has received Corporation support for work in two areas: collective security and nuclear nonproliferation. This grant is enabling PGA to continue these efforts.

In addition to producing concept papers on peacekeeping and collective security, PGA is, in cooperation with the International Peace Academy and the United Nations Institute for Training and Research, holding workshops to train parliamentarians as conflict mediators. It is also continuing its efforts to limit the development of new weapons by the nuclear powers and to put constraints on potential nuclear states that are not signatories to the Treaty on the Non-Proliferation of Nuclear Weapons. It is urging acceleration of efforts to negotiate a comprehensive nuclear test ban.

Kennedy Graham, a diplomat on leave from the New Zealand foreign service, is secretary general. Jean Elizabeth Krasno and Aaron Tovish coordinate the peacekeeping and nonproliferation projects, respectively. Support is also provided by the John D. and Catherine T. MacArthur, W. Alton Jones, Rockefeller, and John Merck foundations, among others.

American Association for the Advancement of Science
1333 H Street, N.W., Washington, DC 20005

One-year grant of $150,000 toward support of the Program on Science and International Security

The Program on Science and International Security of the American Association for the Advancement of Science (AAAS), led by political scientist W. Thomas Wander, has received Corporation support since 1983 to explore promising approaches to arms control, conflict resolution, and international security. In 1991 AAAS held a series of workshops at which social, behavioral, and physical scientists and government officials from weapons-producing nations and emerging regional powers explored the technical features and policy implications of various proliferating technologies.

AAAS subsequently initiated a series of training seminars aimed at developing a network of young, primarily civilian, experts in security issues. Representatives of government, academia, and research institutions in the Soviet successor states have met with Western experts to address the emerging role of Central Asia in international relations; the political, legal, economic, and technical influences on Ukraine's policy on the disposition of nuclear weapons on its territory; and Kazakhstan's security relationship with Russia and other neighbors. Subsequent seminars are concentrating on conflict resolution, the environmental dimensions of security, and nuclear weapons. Summer workshops address the institutions and processes that produce security policy in a democratic society.

The Corporation's renewed support for the program is supplemented by funding from the U.S. Institute of Peace and the John D. and Catherine T. MacArthur, Ford, and W. Alton Jones foundations.

Wisconsin Project on Nuclear Arms Control
1701 K Street, N.W., Suite 805, Washington, DC 20006

Two-year grant of $150,000 toward research, writing, and advocacy on the enforcement of export controls

Throughout the Cold War, Australia, Japan, Spain, and all NATO countries except Iceland worked through the Coordinating Committee on Multilateral Export Controls (CoCom) to coordinate national restrictions on the export of dual-use technologies (those with military as well as civilian applications) to China, the Soviet Union, and other Warsaw Pact nations. With the relaxing of CoCom controls that followed the end of the Cold War, NATO members and other cooperating nations are addressing the need for laws that will restrict the export of dual-use technologies to *prospective* nuclear powers.

Since 1986 Gary L. Milhollin, a specialist in nuclear regulatory issues and director of the Wisconsin Project on Nuclear Arms Control, has monitored and publicized the clandestine trade in ballistic missile and nuclear weapons technologies and materials and revealed the legal loopholes that allow it. Through research and the education of policymakers and the media in supplier countries, Milhollin and the project's staff seek to build and sustain support for a universal regime of proliferation controls. Under this renewal grant, the project is continuing to publicize U.S. and other supplier nations' dual-use exports to dangerous or potentially dangerous buyers and advocating improved legislative and administrative oversight of export licensing.

The project also receives support from the Ploughshares Fund, the Rockefeller Brothers Fund, and the Prospect Hill, Compton, Rockefeller, and W. Alton Jones foundations.

Atlantic Council of the United States
910 Seventeenth Street, N.W., Tenth Floor, Washington, DC 20006

One-year grant of $125,000 toward programs on Ukrainian-American relations and on nuclear arms reduction and nonproliferation

As a credible, bipartisan organization with strong leadership, the Atlantic Council of the United States has over the years provided significant expert advice on foreign policy to United States presidents and Congress. This grant provides partial support for two council projects concerning important security and foreign policy issues in the wake of the Cold War. The first builds on two years of council work to encourage nuclear powers to become less reliant on nuclear weapons in their security arrangements. The other addresses the security relationships of independent Ukraine, which is second only to Russia in economic, scientific, technical, and military potential in the former Soviet states.

In the first project, the council plans a two-year series of "focused consultations" among foreign policy experts in each of the declared and undeclared nuclear nations. The aim is to advance proposals for radically downsizing all nuclear arsenals, leading toward the eventual abolition and elimination of nuclear weapons worldwide. Andrew J. Goodpaster, former staff secretary to President Eisenhower and council cochair, will lead three- or four-person delegations to the different countries.

In the second project, the council will host a series of meetings between high-level Ukrainian and American delegations to identify and formulate joint recommendations for bringing about cooperation between the two countries on issues involving their political, economic, and security relations. Their reports will be supplemented by special publications on critical topics.

University of Georgia Research Foundation
Center for East–West Trade Policy, 204
Baldwin Hall, Athens, GA 30602-1615

One-year grant of $125,000 toward a project on export control enforcement in the former Soviet Union

There is reason to believe that weapons and components from the stockpiles of conventional and nonconventional weapons inherited by the countries of the former Soviet Union could find their way into the hands of nations or groups that threaten United States interests and global security. In 1992 Gary K. Bertsch, codirector of the University of Georgia's Center for East–West Trade Policy, visited Russia at the invitation of the head of that nation's newly created department of nonproliferation, arms export controls, and conversion. The department and the center subsequently established a cooperative project to promote nonproliferation export control measures in the successor states — measures that reflect international norms and agreements. In 1993, with Corporation funding, the center began to assist these nations in drafting legislation for such controls and in establishing national export licensing and enforcement systems for implementing these laws.

The Corporation's renewed support is enabling the center to undertake several activities in partnership with institutions in the newly independent states. The center is holding workshops for export control officials and training nongovernmental specialists to assume a private sector watchdog function on proliferation issues. It recently launched a newsletter disseminating information and analysis from the successor states and the West on proliferation practices, risks, and export control policies.

University of Maryland Foundation
Center for International and Security Studies
at Maryland, College Park, MD 20742-1811

Thirteen-month grant of $172,500 toward research and writing by Stansfield Turner on U.S. national security in the post-Cold War era

Nuclear materials, technology, and knowledge are now in the hands of states other than the five formally acknowledged nuclear powers, and the dangers of proliferation are spreading. Shaping a defense policy and a military force to respond to the realities of the post-Cold War world of weapons proliferation and to reverse these trends will be a major goal for the United States for the remainder of the century and beyond.

With this grant, Admiral Stansfield Turner, who directed the U.S. Central Intelligence Agency from 1977 to 1981, is writing on three areas of concern to American national security. He is first delineating a nuclear weapons strategy that entails both reducing the pressures that have led the U.S. to continue to build these weapons and deterring new nuclear nations from using them. He is also considering the role that conventional forces have played and may play as a supplement to nuclear weapons in preventing nuclear war. Turner plans to analyze the two major U.S. expeditionary interventions of the past twenty-five years, Vietnam and Kuwait, in order to explain their vastly differing results. Finally, he will attempt to clarify how various nonmilitary factors like economic performance make a resort to military force more or less likely.

Turner, an adjunct professor at the University of Maryland and a member of the university's Center for International and Security Studies, is also receiving support from the W. Alton Jones Foundation for his research.

International Research and Exchanges Board
1616 H Street, N.W., Washington, DC 20006

Two-year grant of $1,800,000 toward support

Once a joint project of the American Council of Learned Societies and the Social Science Research Council, the International Research and Exchanges Board (IREX) became an independent nonprofit organization in 1991. With the collapse of the Soviet Union, IREX expanded its traditional role of facilitating individual scholarly exchanges and cooperative research projects in the social sciences and humanities to include initiatives aimed at assisting in the reconstruction of the post-Communist societies of the former Soviet bloc. Today it is active in Eastern and Central Europe and in all the Soviet successor states. Daniel C. Matuszewski, a historian and author of studies of modernization and nationality trends in Central Asia and of works on Soviet international affairs, is president.

This grant furnishes general support to IREX as it builds on its core mission. In addition to establishing collaborative research programs for scholars from the United States and from Eastern and Central Europe and the Soviet successor states, it is attempting to bring these scholars, as well as librarians and archivists, into its computer networks. It is also conducting professional training in economic and political development and in the management, negotiation, and resolution of interethnic conflict.

Support also comes from other private foundations and the U.S. Information Agency, the U.S. Department of State, and the National Endowment for the Humanities, among other agencies.

Harvard University
John F. Kennedy School of Government, 79 John F. Kennedy Street, Cambridge, MA 02138

One-year grant of $650,000 for programs with Russian military personnel and policymakers on foreign and security policies

Under previous Corporation grants, Robert D. Blackwill, special assistant to President Bush for European and Soviet affairs and now a lecturer at Harvard University's John F. Kennedy School of Government, has conducted training programs and workshops for senior military personnel of the former Soviet Union. These have focused on the role of the military in a democratic society, the organization of the armed forces in the new democracies, and a military-to-military exchange with American peers.

This grant supports two projects. The first one, the Kennedy School's fourth annual two-week program for Russian general officers, centers on a curriculum that will examine economic, political, and security issues of concern to Russia and the United States. The second project is aimed at helping members of the Russian parliament, many of them new to political office, better understand governance in a democracy. Courses will cover the constitutional foundations of American democracy, the codes and practices of the U.S. Congress, Russian-American relations, and issues for both countries in economic and social progress and foreign policy. Participants in both projects are also exchanging information and ideas with their American counterparts.

The CNA Corporation
Institute for Public Research, 4401 Ford Avenue, P.O. Box 16268, Alexandria, VA 22302-0268

One-year grant of $250,000 toward a project to provide technical assistance for local economic development in Russia

The Russian military remains the single organized constituency most able to help or hinder political and economic reform in that nation. As a highly educated and well-trained segment of the labor force, Russian military personnel would have much to offer in advancing technology and economic development. With limited prospects for employment in the private sector, they could also thwart reform efforts by supporting reactionary elements seeking to dominate Russia's economic and political future.

For thirty years the CNA Corporation (CNAC) and its antecedents have engaged in research and analyses related to the former Soviet Union. In 1993 CNAC received Corporation support for a program to aid local economic development in Russia. Experts and educators from the United States and representatives of the AVAKS Center, a private school that trains demobilized Russian military officers in managerial skills for private industry, lead seminars in St. Petersburg on the principles of Western market economics. CNAC also works with officials of that city to host discussions between representatives of U.S. and Russian military and defense establishments, universities, and municipal governments on fostering local economic development. Managing the project in the U. S. is John D. Mayer, director of public policy and resources at CNAC's Institute for Public Research.

The current grant, which continues support for this work, is enabling CNAC to disengage from the AVAKS Center as the school becomes increasingly self-supporting.

Project on Ethnic Relations
One Palmer Square, Suite 435, Princeton, NJ 08543-3718

Two-year grant of $1,200,000 toward a project on ethnic conflict in Eastern Europe

In 1991 Allen H. Kassof, who had been executive director of the International Research and Exchanges Board, received Corporation support to found the Project on Ethnic Relations. A five-year effort encompassing research, communication, and mediation, the project is aimed at encouraging the peaceful resolution of ethnic conflicts in the new democracies of Eastern and Central Europe. In addition to issuing publications on intergroup relations, it links specialists in an electronic mail network, supports dissemination of research findings on ethnicity to Eastern and Central European and Russian scholars and policymakers, and conducts its own studies.

One of the project's principal activities is to arrange meetings at which representatives of traditionally hostile groups can talk to each other. These have included the Romanian government and leaders of Romania's Hungarian and other minorities; the Roma, or Gypsy minorities, and the governments of Eastern Europe; and the government of Hungary and those of rump Yugoslavia and Slovakia, both of which have sizable Hungarian populations. In September 1993 the project convened a meeting of Serbian moderates, whose supporters will some day deal with the political and moral legacy of the conflict in the former Yugoslavia.

The project, which also receives funding from the Starr and other foundations, is using this renewal grant to open a regional center in Budapest and expand operations to include other troubled countries.

Stanford University
Center for International Security and Arms Control, 320 Galvez Street, Stanford, CA 94305-6165

Two-year grant of $500,000 for a project on ethnic conflict in the former Soviet Union

Ethnic conflicts, and their potential for triggering serious strife, are among the major challenges to Western policy toward the successor states of the Soviet Union. The creation of a framework for such a policy is the goal of Stanford University's recently launched research project on nationalism, ethnic conflict, and international security in the region. Located at Stanford's Center for International Security and Arms Control, the project is founded on the premise that, while partly historical and partly the legacy of Soviet nationality policy, the sources of current conflicts are triggered or exacerbated by struggles among elites for political power and resource distribution.

Stanford researchers, led by Gail W. Lapidus, a specialist on post-Soviet domestic politics, will conduct case studies of a variety of conflicts. These include clashes that have the potential of taking on an ethnic character; that involve Russian settler communities in the newly independent states; that involve the legal, political, and economic status of republics within the Russian federation that are demanding greater autonomy or the right of secession; and that emerge from the relationship between Islamic and Christian cultures. The ultimate aim of the research is to suggest differentiated policy recommendations that are based on the specifics of each conflict. Books, articles, a series of working papers, and reports for governments and international organizations are expected to result.

Conflict Management Group
20 University Road, Cambridge, MA 02138

Two-year grant of $500,000 toward a project on managing ethnic conflict within the former Soviet Union

The disintegration of the Soviet Union in 1991 led to the creation of fifteen states, many beset by political, territorial, religious, and cultural divisions. The Conflict Management Group (CMG) directed by Scott Brown, has received Corporation support to help policymakers in the successor states develop guidelines for handling ethnic relations. One achievement is an electronic communication network, set up in 1993 to monitor local conflicts and refugee movements.

Under this grant, CMG is assessing the effectiveness of the network and expanding it. The grant also supports the group's efforts to improve the coverage of ethnic conflict by print and broadcast journalists in the successor states. Two seminars — one in Kiev, Ukraine, and another in Cambridge, Massachusetts — will explore professional codes of ethics and guidelines for reporting ethnic conflict and offer training and practice in the techniques of conflict analysis. The curriculum will be evaluated and revised to be made available for use in the successor states.

CMG also receives funding from other foundations and the U.S. Information Agency.

Columbia University
School of International and Public Affairs, 420 West 118th Street, New York, NY 10027

Two-year grant of $250,000 for multidisciplinary research and training on ethnic conflict in the former Soviet Union

Harvard University
John F. Kennedy School of Government, 79 John F. Kennedy Street, Cambridge, MA 02138

Twenty-month grant of $250,000 for a project on ethnic conflict in the former Soviet Union

One great consequence of the demise of the Soviet empire has been an unraveling of the inherited social fabric of Communism, with a concomitant collapse of state structures and economic organization. Conflicts among ethnic groups within and among the new states have erupted, but the specific nature and causes of these conflicts are unclear. One view assumes that they reflect ancient hatreds, deeply rooted in cultural differences. Another holds that they are modern and transitory by-products of imperial collapse, the resolution of which will depend on the speed and effectiveness with which state structures are rebuilt.

The latter view is held by a team of scholars from Columbia University led by Jack L. Snyder, an international relations theorist, and Barnett R. Rubin, director of the Center for the Study of Central Asia. With this grant, they are investigating conflict in the post-Soviet states through the prism of destroyed and reformed social institutions and of the process of state and nation building. One study is focusing on conflict in Russia, Ukraine, and Kazakhstan and its implications for nuclear weapons policy, military forces, economic relations, and ethnic relations; the other is on conflict mediation and the construction of a civil society in the throes of conflict in the Central Asian states, beginning with the two-year-old civil war in Tajikistan. John G. Ruggie, dean of Columbia's School of International and Public Affairs, is coordinating the project.

In recent years, Western governments have begun to act in recognition of the need to help Russia and the other countries of the former Soviet empire move toward democracy, a market economy, and constructive international relations. With prior Corporation support, specialists at Harvard University's John F. Kennedy School of Government have offered practical advice on economic management and political decision making to key figures in the reform movement within and outside the governments of Russia and other successor states. In 1991 the problem of intergroup conflict — an emerging threat to the region's political and economic stability and transformation — was added to their agenda.

This grant is enabling the group, operating in offices in Cambridge and Moscow under the direction of Harvard history professor Ernest R. May, to continue its work on ethnic conflict. The scholars are analyzing the emergence and development of ethnic conflicts, primarily in the Russian Federation. Particular attention is being directed to border and other conflicts that may affect the federation's integrity and Western interests, opportunities for international intervention, and the potential role of Western economic assistance in alleviating ethnic clashes. The plan is to produce, for dissemination to Western policymakers, a comprehensive overview of ethnic conflict in the federation, periodic reports on the pathology of ethnic conflict, and memoranda on mechanisms and institutions for dealing with the problem.

Partners for Democratic Change
823 Ulloa Street, San Francisco, CA 94127

Two-year grant of $100,000 toward a project to develop ethnic conciliation commissions in Central and Eastern Europe and the Russian Federation

Partners for Democratic Change, a nonprofit organization whose president is Raymond Shonholtz, pursues grassroots solutions to ethnic, national minority, and religious conflicts in the new democracies of Eastern and Central Europe. Through centers on conflict resolution that it has established in seven countries there, Partners offers training in negotiation, collaborative planning, problem solving, and mediation for elected officials, civil servants, nongovernmental activists, educators, and labor and business leaders.

One or more commissions are set up within a given country to address ethnic and minority conflicts peacefully in areas where tensions are particularly high. According to a model charter drawn up by Partners, each commission is responsible for investigating and mediating issues and conflicts brought to its attention. It conducts hearings either on its own initiative or at the request of others, promotes cross-cultural education in schools and communities, and publishes regular reports on the status of local minorities. With this grant, Partners is providing staff support and training in all the functions that relate to these responsibilities. Partners is also furnishing training in conducting multiparty planning and problem-solving sessions, in facilitating meetings, and in ensuring networking among commissions.

Also supporting the project are the Charles Stewart Mott Foundation, the John D. and Catherine T. MacArthur Foundation, the Pew Charitable Trusts, and the U.S. Information Agency.

Cornell University
Department of Government, McGraw Hall, Ithaca, NY 14853

Thirty-month grant of $150,000 toward a study of interethnic conflict

Cornell University scholars Valerie J. Bunce and Shibley Telhami are, respectively, director of the Slavic and Eastern European program and associate professor of government. With this grant, they are leading a two-year program of research, conferences, and publications to analyze the interaction between domestic and international politics in a variety of interethnic conflicts in the countries of Eastern and Central Europe and the successor states to the Soviet Union. Interdisciplinary working groups of Cornell professors and outside experts in politics, history, sociology, area studies, anthropology, and law are examining how international bodies, international lending and development organizations, states, and diaspora groups deal with ethnic conflicts. They are also exploring the relationship between systemic change and ethnic conflict and analyzing the legal framework for international intervention in ethnic conflict.

Bunce and Telhami will synthesize the working groups' conclusions in a book that details the relationship between ethnic conflict and the international system as a whole and that examines the role of international organizations in guiding ethnic politics toward tolerance or conflict.

Human Rights Watch/Helsinki
485 Fifth Avenue, New York, NY 10017-6104

Two-year grant of $100,000 toward activities in the former Soviet Union

Human Rights Watch/Helsinki is the founder and the U.S. member organization of the International Helsinki Federation for Human Rights. Through its well-documented reports, briefings, and other published and oral presentations, it has played a central role in organizing American support for human rights in the Soviet Union and its successor states and in Eastern Europe. Human Rights Watch has now forged links with civic organizations struggling to form the basis of democratic societies in Russia and twelve other former Soviet republics. In its monitoring, observing, and reporting activities, it is expanding from a concentration on traditional human rights issues to concern for the violation of civil liberties resulting from ethnic conflicts and strained relations between and within post-Soviet states. As part of its program, the organization is seeking to provide greater training and assistance to human rights organizations active in the region.

This grant provides partial funding for these activities, renewing support. Other funding comes from the John Merck Fund, the Nathan Cummings Foundation, and Rockefeller Family and Associates.

The Moscow office is directed by Rachel Denber, a specialist in Soviet area studies who has conducted numerous fact-finding missions in post-Soviet states and who will be working closely with the human rights communities of the successor states.

Institute for EastWest Studies
360 Lexington Avenue, New York, NY 10017

One-year grant of $300,000 toward support of projects in the former Soviet Union and East Central Europe

The Institute for EastWest Studies was founded in 1981 to develop military policy options for review by governments and academic specialists in Warsaw Pact nations and to interpret events in the region for Western scholars and policymakers. With a staff and board that are almost equally American, Western European, and Eastern European, the institute, headed by John Edwin Mroz, now aims to help the Soviet successor states and the nations of Eastern and Central Europe move to democracy and a market economy. In 1993 it brokered the first transnational agreement in post-Communist Europe: Ukraine, Poland, Slovakia, and Hungary agreed jointly to pursue cultural and economic development of the Carpathian Mountains, an area whose borders have frequently changed. Corporation support enabled the institute to assist these and other states in their mutual effort to achieve political and economic change.

The principal project based at the center is a twelve-country strategy group that seeks to strengthen cooperation in Eastern and Central Europe. Under the current grant, the institute is forming a similar group among the Soviet successor states. Conferences, workshops, and off-the-record meetings involving the two groups will focus on the economic and military importance of Ukraine in relation to its European neighbors to the west and its former Soviet neighbors to the east.

A matching grant from the Ford Foundation is supplemented by funding from other foundations.

Harvard University
John F. Kennedy School of Government, 79 John F. Kennedy Street, Cambridge, MA 02138

Two-year grant of $135,000 toward a project to strengthen democratic leadership in Eastern and Central Europe

Strengthening the new democracies of Eastern and Central Europe is the goal of Harvard University's Project Liberty, which offers legislators and civil servants information and advice on issues arising in the transition from Communism and helps them build relationships with counterparts from the West. Leading the project is Shirley Williams, who is a professor of electoral politics at Harvard's John F. Kennedy School of Government, a former member of the House of Commons in Britain and Labour Party cabinet member, and now a member of the House of Lords. The focus of the project is on bureaucratic reform, women's role in society, and the new European order.

Project Liberty holds conferences at which participants analyze Western approaches to public administration, finance, training and use of personnel, and relations with parliament and the media. It is also attempting to create transnational networks that will enable women to assume leadership roles in business, politics, and nongovernmental organizations. Finally, politicians, government officials, academics, and policy experts meet regularly under the auspices of the project to discuss the role of the new democracies in a European order that now embraces Eastern and Central Europe.

Additional funding for Project Liberty comes from the Rockefeller Brothers Fund, the Pew Charitable Trusts, and a range of European sources.

Lawyers Committee for Human Rights
330 Seventh Avenue, Tenth Floor, New York, NY 10001

Two-year grant of $100,000 toward monitoring and analysis of legal reform in Russia and Uzbekistan

The adoption of a new constitution at last offers Russia the prospect of moving toward the rule of law in which law enforcement agencies understand and abide by the limits of their authority. Russian lawyers, human rights advocates, and government officials tasked with implementing and enforcing a new constitutional order, however, face a daunting challenge complicated by the presence of anti-reform forces in the new Russian parliament.

The Lawyers Committee for Human Rights, established to promote international human rights and the rule of law in the United States and abroad, has been monitoring and assessing Soviet legal reform since 1987. Through meetings and seminars, it initially offered Soviet reformers information on legal issues and human rights in an effort to foster stable and independent Russian legal institutions capable of ensuring adherence to the rule of law. The committee's efforts, supported by the Corporation, have strengthened emerging human rights organizations in Russia and other post-Soviet states. While continuing these activities, the committee is also focusing on the extent to which human rights are safeguarded in the Russian presidency, the constitution, the Constitutional Court, and the special Law on the State of Emergency.

The committee, whose executive director is Michael H. Posner, receives funding from foundations, corporations, and individuals.

International Research and Exchanges Board
1616 H Street, N.W., Washington, DC 20006

One-year grant of $320,000 toward technical assistance and research on the use of communication through computers in U.S.-Russian joint projects

Since 1986 the Corporation has supported the Velikhov-Hamburg Project, an exploration of the use of computer-based telecommunications in promoting scholarly cooperation between Russia and the West. The project, which initially focused on elementary school education, in 1990 began offering computers, modems, and technical assistance to Russian social science and humanities institutes. Since then the Russian side of the project has become an independent international computer laboratory called "VeGa" (the term comes from the initial Russian syllables of the names "Velikhov" and "Hamburg") that assists institutions outside the social sciences and humanities and beyond Moscow. In 1993 VeGa became a project of the International Research and Exchanges Board (IREX), an independent organization led by Daniel C. Matuszewski that advocates cooperation among scholars in a broad range of disciplines from the United States, the successor states to the Soviet Union, and Eastern Europe.

This grant to IREX is enabling the undertaking, now known as the International VeGa Project, to continue serving as a major source of user support and information about computer networking as it responds to the arrival in Russia of the Internet and to the growing attention given to computer communications by scientists and Russian government authorities. Project staff members are receiving training in the Internet, efforts are under way to improve scholars' access to the network, and a user's manual and a resource book are planned.

Carnegie Commission on Preventing Deadly Conflict
c/o Carnegie Corporation of New York, 2400 N Street, N.W., Sixth Floor, Washington, DC 20037-1153

Nine-month appropriation of $230,313 administered by the officers of the Corporation

The violent ethnic, religious, and nationalist conflicts that beset the post-Cold War world have the potential to be especially lethal because of the increasingly destructive power of nuclear, biological, chemical, and advanced conventional weaponry. A central challenge of the twenty-first century will be for the international community to develop a cooperative security regime that can defuse these conflicts.

To address this and related issues of conflict prevention and management, the Corporation created the Carnegie Commission on Preventing Deadly Conflict in January 1994. The commission members — sixteen eminent scholars and policy practitioners from Europe, Africa, Asia, Australia, and the United States — are analyzing the factors that cause intergroup conflicts to escalate into deadly confrontation and will suggest ways that the international community may most effectively address and prevent this intensification. Over a three-year period, the commission will generate several reports and disseminate them widely. Corporation president David A. Hamburg and former U.S. secretary of state Cyrus R. Vance cochair the commission, which is guided by a worldwide advisory council. The executive director is Jane E. Holl, a political scientist who most recently served as director for European affairs at the National Security Council.

This appropriation supported the commission during its initial nine months.

The Consensus Building Institute
131 Mt. Auburn Street, Cambridge, MA 02138

Two-year grant of $500,000 for a study of the prevention of internal conflict in Eastern Europe and the former Soviet Union

International organizations have been increasingly active yet largely unsuccessful in mediation, peacekeeping, and peacebuilding in countries riven by internal conflict. One explanation for the failures that have occurred, as in the former Yugoslavia, is that these organizations were designed in an era when concepts of self-determination, sovereignty, and the sanctity of borders largely prevented outside intervention.

With this grant, Antonia Handler Chayes, president of the Consensus Building Institute, and Abram Chayes, a professor at Harvard Law School, are studying what factors can help or hinder international organizations' ability to avert and resolve ethnic and nationalist conflicts. The United Nations, the North Atlantic Treaty Organization, the Conference on Security and Cooperation in Europe, the European Union, and regional and local nongovernmental organizations are the focus of study. The institute is working with the new Center for Geopolitical and Military Forecasts in Moscow to commission studies of Croatia, Bosnia, Macedonia, and Kosovo as well as Soviet successor states characterized by group disputes over political power, recognition and accommodation, and the distribution of economic goods. Papers presented and critiqued at a conference held in 1994 will be synthesized for inclusion in a book to be published in Russia.

RAND Corporation
1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138

Eleven-month grant of $75,000 for a study group on Western security policy toward Eastern and Central Europe

Five years after the collapse of the Berlin Wall, Europe's fragile post-Cold War stability is under threat on several fronts. These include Russia, where ultranationalist Vladimir Zhirinovsky made a strong showing in the parliamentary elections of December 1993; Ukraine, where political and economic crises threaten disintegration; and Lithuania, Poland, Hungary, and Slovakia, where the first wave of reformist governments has been voted out of office and replaced by former Communists.

Corporation funds enabled the RAND Corporation to establish a study group of senior United States government officials, members of Congress, and nongovernmental experts, along with their European counterparts, to examine the critical policy challenges that the allies of the North Atlantic Treaty Organization face in dealing with Eastern and Central Europe. Led by RAND senior analysts Ronald D. Asmus and F. Stephen Larrabee, the group worked to forge a bipartisan consensus in the U.S. and agreement with its allies on how the West should proceed. Two formal meetings were supplemented by ad hoc meetings to coincide with trips to Washington by European, Russian, and Ukrainian leaders to discuss topics of interest and relevance. The group prepared papers highlighting possible ways of addressing the policy dilemmas posed by particular issues.

United Nations Institute for Training and Research
UNITAR-IPA Fellowship Program in Peacemaking and Preventive Diplomacy, Palais des Nations, CH-1211 Geneva 10, Switzerland

Two-year grant of $150,000 toward a program in peacekeeping and preventive diplomacy

In cooperation with the International Peace Academy, the United Nations Institute for Training and Research (UNITAR) has developed a fellowship program for middle- and senior-level United Nations staff, diplomats, and parliamentarians in preventive diplomacy and peacekeeping. The program is designed to remedy existing inadequacies in such training at the U.N. and to institutionalize conflict prevention functions in regional or nongovernmental organizations. Conceived and directed by Connie Peck of UNITAR, the program teaches the fellows how to analyze international disputes, understand international negotiation, and practice negotiation and mediating skills for use within the U.N. and in other international forums. Peck has conducted the program's first year with twenty-three fellows, using existing theory, research, and practicums, giving them a framework for their work in future conflict situations.

The program combines two-week skills training at a secluded conference center in Europe, part-time in-depth research on specific cases, and fieldwork, aimed at creating a U.N. repository of case studies and preventive diplomacy exercises. The program culminates in a meeting at the academy, where the case studies are presented and discussed.

Additional support is provided by the Australian Ministry for Foreign Affairs.

The Aspen Institute
1333 New Hampshire Avenue, N.W., Suite 1070, Washington, DC 20036

One-year grant of $900,000 toward support of the Congressional International Program

Since 1984 former U.S. senator Dick Clark, senior fellow at the Aspen Institute, has received Corporation support for the Congressional International Program, designed to augment congressional understanding of the Soviet Union, its successor states, and the countries of Eastern and Central Europe and of their relations with the United States. The program consists of regular meetings and conferences for scholars and members of the U.S. Congress. It has in recent years addressed such topics as ethnic and nationalist conflicts in Russia and emerging security relationships and economic reforms in Eastern and Central Europe. To date the events have drawn a core group of ninety members of Congress. Reports summarizing the discussions and background papers are distributed to interested individuals and organizations, other members of Congress, and administration officials.

This grant supports the program for another year. Future conferences will stress the link between domestic and international interests, in successive years focusing on the United Nations, the world economy, and the environment and sustainable development. Efforts will be made to acquaint members of Congress with ways the U.S. may engage other nations and international institutions in an effort to share responsibilities and obligations.

Among the other foundations supporting the project are the John D. and Catherine T. MacArthur Foundation and the Ford Foundation.

The Aspen Institute
Aspen Strategy Group, 6631 Wakefield Drive, No. 311, Alexandria, VA 22307

Two-year grant of $250,000 toward support of the Aspen Strategy Group

The Aspen Strategy Group, a standing committee of the Aspen Institute, was established in 1984 to develop ideas, promote debate among experts, and offer policy advice in the fields of international security and East-West relations. Members of the group come from research institutes and universities, Congress and the executive branch, private business, the military, religious institutions, the media, and other nongovernmental organizations. Each member serves no more than two three-year terms. A particular effort is made to include women and young scholars.

The group's three meetings a year focus on issues ranging from weapons proliferation to the future of nuclear deterrence to international economic trends. Along with sponsored research, these meetings become the basis of numerous reports, articles, and books. The March 1994 workshop on the future of the United States' nuclear policy allowed for an exchange of views on the North Korean nuclear threat and the U.S. response. Other themes under discussion in 1994 included the future of the North Atlantic Treaty Organization and the role of the U.S. military in conflict prevention. Political scientist and former U.S. Senate staff member Bruce D. Berkowitz serves as associate director, with principal responsibility for program planning and for preparing and disseminating the group's publications.

This grant renewing support is supplemented by funding from the John D. and Catherine T. MacArthur Foundation.

Internews Network
P.O. Box 4448, Arcata, CA 95521

One-year grant of $200,000 toward a project on free media in the former Soviet Union

Internews Network, a nonprofit organization devoted to promoting international understanding through the innovative use of broadcast media, received Corporation support in 1991 to study television news alternatives in the Soviet Union. Findings from the research indicated that the independent media were critically burdened not only by shortages of capital and equipment but also by a lack of experience in the principles and practices of objective journalism. As a result, Internews created a network of sixty-four independent television stations in Russia and Ukraine. Internews offers journalistic training, equipment, and technical and organizational expertise to each of the stations.

This grant enabled Internews to prepare the stations for coverage of the parliamentary, presidential, and regional elections held in 1994. Led by Internews president David Hoffman, training focused on reporting techniques, the challenges posed by the multitude of different political parties, and the distinction between reporting and editorializing. Journalists received assistance in interviewing candidates, reporting campaign appearances, moderating debates, interpreting polls, and reporting election results. In addition to disseminating a written report, Internews offered Russian-language broadcasters in the United States a free copy of a videotape on the training.

These activities are additionally funded by the Soros Foundation and the U.S. Agency for International Development.

University of California, San Diego
Laboratory of Comparative Human Cognition,
9500 Gilman Drive, La Jolla, CA 92093-0092

Fourteen-month grant of $110,000 toward writing by Michael Cole on Russian-American cooperation in the social sciences and humanities using computers and telecommunications

The Velikhov-Hamburg Project, which explores the use of computer-based telecommunications in promoting scholarly cooperation between Russia and the West (see grant description on p. 73), has been codirected by Michael Cole, professor of psychology at the University of California, San Diego, and Alexandra Belyaeva, a Russian psychologist. Both Cole and Belyaeva have explored methods of providing low-cost access to telecommunications for Russian academics, and Belyaeva has studied how to organize the fledgling networks into an interconnected central service, like the Internet, that assists all of academia. Efforts are under way to routinize open access to telecommunications in all Russian social science and humanities institutes and throughout the former Soviet Union.

This grant is enabling Cole to produce a monograph chronicling the project from 1986 to the present and analyzing its implications for future Russian-American interactions. The monograph is expected to be of interest to scholars in communications studies and international relations and to policymakers.

Arms Control Association
11 Dupont Circle, N.W., Suite 250,
Washington, DC 20036-1207

Two-year grant of $200,000 toward a program on arms control and national security for the Washington press corps

The Arms Control Association, whose president and executive director is Spurgeon M. Keeny, Jr., was founded in 1971 to increase public understanding of the East-West arms control process and its contribution to this country's security. Since the end of the Cold War, the association has devoted significant attention to nuclear, chemical, and advanced conventional weapons proliferation and to regional conflicts as they affect arms control.

The association's press program, supported by the Corporation since 1987, maintains daily contact with journalists who are writing arms control stories and call with requests for background information, analysis, and opinions. Fast-breaking events are addressed at news conferences, transcripts of which are made available electronically to most major Washington-based news organizations and diplomatic missions. The association also produces background papers, fact sheets, research materials, and *Arms Control Today*, a monthly journal that analyzes major issues and events in depth. In 1994 work was completed on a revised second edition of *Arms Control and National Security: An Introduction*. The book, written for the media, Congress, and other interested parties, offers a comprehensive overview of arms control, updated to include the first year of the Clinton administration.

This grant renewing support is supplemented by funding from the Rockefeller Brothers Fund and the Prospect Hill Foundation.

Stanford University
Department of Political Science, Building 160 161-A, Stanford, CA 94305

Fifteen-month grant of $125,000 for research and writing by Alexander L. George on international relations

Since 1983 the Corporation has supported Alexander L. George's research and writing on international relations. Now professor emeritus of political science at Stanford University, George is using this new grant to revise three of his books on foreign and security policy. The second edition of *Force and Statecraft* (1990), which dealt with superpower involvement in regional crises as a probable cause of nuclear war, is being brought up to date with post-Cold War developments. An expansion of *Bridging the Gap: Theory and Practice of Foreign Policy* (1993), an analysis of the tension between United States academic and policymaking communities in addressing foreign and security policy, will include an examination of how major graduate training institutes deal with this problem. *Presidential Decisionmaking in Foreign Policy: Making Better Use of Information and Advice* (1980) is being revised for application to the mid-1990s.

George is also studying what he calls "stable peace," a relationship between two nations in which the idea of going to war to settle conflicts is unthinkable. Such a condition, says George, is distinct from both "precarious peace," characterized by a conflict-ridden relationship where war is a constant threat, and "conditional peace," in which peace rests on strong forces of mutual deterrence and the outbreak of hostilities is less imminent. George aims to identify steps that might be taken to bring stability to specific situations in the post-Cold War world.

Gorbachev Foundation USA
The Presidio, Box 29434, San Francisco, CA 94129

One-year grant of $200,000 toward a project on global security

Mikhail S. Gorbachev, former president of the Soviet Union, launched a series of foreign policy initiatives that led to dramatic reduction in nuclear and conventional weapons; he negotiated the end of the Cold War with two American presidents and made possible the peaceful breakup of the Soviet empire in Eastern Europe and the reunification of East and West Germany. The Gorbachev Foundation USA, whose board chairman is former U.S. senator Alan Cranston, aims to create an environment that will enable Gorbachev, now a private citizen in Russia, to focus global attention on pressing international issues.

In 1993 a Corporation grant enabled the foundation to launch the Global Security Project. Working groups of specialists in global security, nonproliferation, and conflict resolution from the United States, Russia, and developing countries meet regularly with Gorbachev to exchange ideas and formulate policy alternatives. The project's first meeting, held later that year in Moscow, resulted in a decision to draft a major document on the future of global security for Gorbachev to endorse and promote in the international arena. The foundation is also working with the Carter Center at Emory University to explore the possibility that Gorbachev and former president Jimmy Carter could cooperate in the area of conflict mediation.

This grant supports the costs of conferences in Washington, D.C., and New Delhi.

Carnegie Corporation of New York
437 Madison Avenue, New York, NY 10022

One-year appropriation of $50,000 for research and writing by McGeorge Bundy

Historian McGeorge Bundy was one of three cochairs of the Carnegie Commission on Reducing the Nuclear Danger, which defined military strategy and arms control approaches that would be suited to post-Cold War security regimes. The commission's principal product, *Reducing Nuclear Danger: The Road Away from the Brink*, published in 1993 by the Council on Foreign Relations, pointed to new hazards posed by the disintegration of the Soviet Union and the continued inability of the international community to develop an effective means for preventing proliferation of weapons of mass destruction.

Under this appropriation, Bundy, who wrote a history of nuclear arms competition, *Danger and Survival*, and was a special assistant for national security to presidents John F. Kennedy and Lyndon B. Johnson, is continuing to study and write about the post-Cold War legacies discussed in *Reducing Nuclear Danger*. Among these are the planned 1995 conference to extend the Treaty on the Non-Proliferation of Nuclear Weapons and work toward bringing recalcitrant nations into the Strategic Arms Reduction Treaty. In addition to revising his 1992 Henry L. Stimson Lectures at Yale University, which examined global security after the Cold War and reevaluated the Vietnam experience, Bundy is writing his memoirs.

Association for Diplomatic Studies and Training, Arlington, VA
For a meeting on the security of weapons-grade nuclear materials, $5,000

Brown University, Providence, RI
Toward an examination of U.S.-Soviet relations during the Carter presidency, $25,000

Brown University, Providence, RI
Toward a project to examine relations among post-Soviet states, $25,000

Center for Post-Soviet Studies, Chevy Chase, MD
Toward a project on Central Asia in the post-Cold War era, $25,000

Citizens Democracy Corps, Washington, DC
Toward a project to strengthen the Hungarian system of higher education, $25,000

Commission on Improving the Effectiveness of the United Nations, Washington, DC
Toward a study of U.S. policy toward the United Nations, $5,000

Harvard University, Cambridge, MA
Toward a project to strengthen democratic leadership in Eastern and Central Europe, $15,000

Institute for Resource and Security Studies, Cambridge, MA
Toward a conference on collaboration between the Conference on Security and Cooperation in Europe and nongovernmental organizations on preventive diplomacy, $15,000

Institute for Science and International Security, Washington, DC
Toward a project on nuclear nonproliferation, $25,000

Lawyers Alliance for Nuclear Arms Control, Washington, DC
Toward dissemination of a study of the Non-Proliferation Treaty, $20,000

University of Maryland Foundation, Adelphi, MD
Toward the Women in International Security seminar series, $25,000

Massachusetts Institute of Technology, Cambridge, MA
Toward a conference on the future of nuclear weapons in the United States, $10,000

National Academy of Sciences, Washington, DC
For a planning meeting on conflict resolution in international relations, $25,000

Naval War College Foundation, Newport, RI
Toward a workshop on United Nations peacekeeping efforts, $5,000

Program on International Policy Attitudes, College Park, MD
Toward research on U.S. attitudes toward collective security issues, $20,000

The Rockefeller University, New York, NY
Toward policy research and writing by Joshua Lederberg on public protection from biological weapons, $25,000

Search for Common Ground, Washington, DC
Toward a project on conflict resolution and negotiation in Macedonia, $25,000[1]

Search for Common Ground, Washington, DC
Toward a project on conflict resolution and negotiation in Macedonia, $25,000[2]

The Elie Wiesel Foundation for Humanity, New York, NY
Toward an international conference on intervention, $25,000

[1] *Grant awarded March 31, 1994*
[2] *Grant awarded September 21, 1994*

Strengthening Human Resources in Developing Countries

The program, Strengthening Human Resources in Developing Countries, seeks to enhance and extend local capacity for sustaining social and economic development in the context of transitions to democratic governance. Currently, grants are concentrated in Commonwealth sub-Saharan African countries, with more limited emphasis placed on activities in Commonwealth Caribbean countries, Mexico, and the U.S.-Mexico border area.

The Corporation is pursuing three interlocking strategies: expansion of indigenous scientific and technical capabilities to manage development challenges; improvement of women's health, with an emphasis on the relationship of the health, education, and legal status of women; and furtherance of democratic processes. Particular attention is given to strengthening local capacity and encouraging local support for changes and actions that can sustain development. In addition, the Corporation is actively encouraging the establishment and growth of national, regional, and international networks and partnerships of researchers and leaders in governmental and nongovernmental organizations.

Under *science and technology for development*, the Corporation is supporting efforts to link science and technology policies with economic policies and to share knowledge and innovations among scientists and policymakers, mainly in sub-Saharan Africa, with a special focus on the health sector. In addition to fostering intersectoral and interdisciplinary partnerships and networks, it is supporting the establishment of science and technology information systems in universities and scientific institutions.

In *women's health and development*, the Corporation has devoted the past eight years to projects aimed at reducing pregnancy-related complications, a major cause of death among women of reproductive age in sub-Saharan Africa. The results of these projects have led to the recognition that further improvement in the health of women is likely to depend upon progress in other aspects of their lives. Thus, the Corporation is supporting efforts to reduce the gender gap in education, to promote more enlightened laws and policies governing the status of women, and to increase women's leadership in planning and setting development policies.

A new initiative, *transitions to democracy in Africa*, is aimed at promoting an enabling environment for democratic governance, including more active participation in civic life by all members of society. The Corporation is supporting efforts to enhance African leadership for democracy and to create and disseminate knowledge about the factors influencing democratic processes and transitions. Funds are also being used to strengthen local, national, and regional capacity to manage conflict, to promote donor and donor-recipient collaboration toward more effective development assistance, and to create a more informed policymaking community in the United States about developments in Africa. Unsolicited proposals in this subprogram, which is still in formation, are not accepted.

African Academy of Sciences
P.O. Box 14798, Nairobi, Kenya

Twenty-eight-month grant of $400,000 toward publications, a management study, and a meeting of African heads of state on science-led development in Africa

The African Academy of Sciences, whose president is entomologist and educator Thomas R. Odhiambo, was established in 1986 to give visibility to scientific endeavors on the continent and mobilize a broad range of scientific talent for work on national development. Through various programs, it draws the scientific and business communities together with the public sector to discuss critical issues ranging from drought and desertification to the education of women. Its journal, *Discovery and Innovation*, has begun to set a standard for scientific communication in the continent. The Corporation has supported the academy since 1988.

With this grant, the academy is working to make *Discovery and Innovation* self-sustaining and is planning a series of books on the lives and accomplishments of eminent African scientists, titled *Pioneers of African Science*. The books will be written for a broad audience and edited by Alex Tindimubona, former associate editor and acting head of programs at the academy and now chairman of the African Science and Technology Exchange in his home country of Uganda. The academy is also carrying out an internal management study, supplemented by funding from the Rockefeller Foundation.

United Nations Economic Commission for Africa
P.O. Box 3001, Addis Ababa, Ethiopia

One-year grant of $75,000 toward a round-table on integrating science and technology, economic, and development policies

In the past fifteen years, African nations have adopted resolutions and produced documents promoting science-based development. A recent example is a section contained in a treaty, approved during a 1991 meeting of the Organization of African Unity (OAU), that established the African Economic Community. Among other issues, the treaty addresses the need to strengthen institutional and research capacity to improve the use of existing technologies in agriculture, transportation, communications, industry, health and hygiene, and energy. The United Nations Economic Commission for Africa, which shares responsibility with the OAU for ensuring compliance with the treaty, is charged with improving the indigenous institutional, legal, and policymaking capacities of African countries in science and technology.

This grant supported a roundtable on regional cooperation and integration in science and technology. Scholars and political leaders proposed to enhance the role of science and technology for development in economic policymaking and prepared an action plan supplemented by commission members' suggestions for institutional, legal, and governmental reforms. Soodursun Jugessur, chief of the commission's science and technology section, coordinated the meeting and its preparation.

United Nations Conference on Trade and Development
Programme on Transnational Corporations, United Nations, Room DC2-1244, New York, NY 10017

One-year grant of $100,000 toward a meeting to plan studies of services in Africa

According to the United Nations Conference on Trade and Development (UNCTAD), the main U.N. agency for strengthening trade and technological progress in developing countries, a strong service sector in sub-Saharan Africa can attract foreign and domestic investment, create jobs, and, by linking services to industry and agriculture, increase the efficiency of other economic sectors.

At a Corporation-supported meeting in 1992 that was organized by UNCTAD, policymakers and policy researchers from Africa agreed on the need for improved understanding of how services can promote trade and development. A series of national studies was subsequently launched under the auspices of UNCTAD's Coordinated African Programme on Assistance on Services, which helps African countries prepare national policies for the service sector and encourages them to participate in multilateral negotiations on trade in services. With funding from the Corporation, the International Development Research Centre, and the French government, research teams have analyzed the service sector in ten African countries.

Under the direction of three specialists in development economics and economic trade—Thierry Noyelle, Marcel Namfua, and Norbert Lebalé—team members are suggesting policies and regulations that favor the development, acquisition, and transfer of service technology and knowledge to improve the international competitiveness of the service sector. This grant supported their regional meeting in 1994.

African Academy of Sciences
P.O. Box 14798, Nairobi, Kenya

Eleven-month grant of $50,000 toward a foundation for science and technology in Africa

In 1991 the Corporation supported a project in which the African Academy of Sciences, headed by entomologist and educator Thomas R. Odhiambo, assessed the feasibility of establishing an independent foundation to promote science-based development in Africa. At a meeting held in 1993 in Kampala, Uganda, African leaders in scientific and technological research, economic development, and foundation building reviewed the findings of the study and concluded that the foundation would be a major step forward in African development.

With this grant, supplemented by funding from the Rockefeller Foundation, a team of lawyers participated in meetings with representatives of the African Development Bank, the United Nations Economic Commission for Africa, the Organization of African Unity, and the World Bank's African Capacity Building Initiative to negotiate the final agreements for the new entity, the African Foundation for Research and Development. Among the issues addressed were a location for the foundation's headquarters, the signing of its charter and constitution by at least five African nations, plans for managing its trust and endowment funds, and a fund-raising strategy. The foundation was launched in July 1994.

Grupo de Análisis para el Desarrollo
PB 305, P.O. Box 52-6350, Miami, FL 33152-6350

Twenty-one-month grant of $119,000 for research by Francisco R. Sagasti on the role of science and technology in the process of development

Scientific and technological progress in the twentieth century has dramatically expanded the opportunities for stable, sustainable development in all countries. There is little understanding, however, of how developing countries can realize these possibilities, especially where scientific and technological capabilities are limited. Scholars in a variety of settings have addressed this question, but few have attempted to analyze economic development from the perspective of science and technology.

A 1992 Corporation grant enabled Francisco R. Sagasti, former chief of strategic planning at the World Bank, to develop the premise that the capacity to generate, adapt, absorb, and use knowledge is critical for achieving sustainable economic and social progress. To support this thesis, Sagasti has synthesized and integrated the ideas and experiences of scholars and policymakers from developing and industrialized countries and drawn on his earlier work. He is writing a book that is expected to influence the formulation of social and economic strategies in developing countries as well as the restructuring of industrialized nations' development assistance programs.

This grant supports completion of the book. Sagasti is working at the policy research institution, Grupo de Análisis para el Desarrollo, that he helped to found in his native Peru.

New York Academy of Sciences
2 East 63rd Street, New York, NY 10021

One-year grant of $100,000 toward a project on U.S. and international experience in science-based economic development

In recent years, the development assistance community has begun to recognize the importance of linking science and technology to economic policymaking. Scientific and technological advances are increasingly seen not simply as a collection of tools to ease the path to development but as a crucial element of development itself.

Rodney W. Nichols, chief executive officer of the New York Academy of Sciences, and Susan U. Raymond, policy director of the academy, are coordinating efforts to prepare a series of case studies documenting the experiences of U.S. cities and states and other localities worldwide in formulating science and technology policies to fuel economic growth. An international council of representatives from the academic, public, and private sectors in industrialized and developing countries will review the case studies to identify the choices that governments and private entrepreneurs make about allocating resources and the processes involved in engineering the necessary political and electoral support for these decisions. From the findings, the council will prepare guidelines relevant to U.S. development assistance programs and to efforts at structuring science-based economic policies in Africa. The results of the council's work will be disseminated through the academy's publications.

This grant supported the first year of the study, during which the case studies of the U.S. experiences are being prepared for submission to council members for their review.

American Association for the Advancement of Science
1333 H Street, N.W., Washington, DC 20005

One-year grant of $200,000 toward symposia on science in Africa

Since 1987 the Corporation has awarded grants to several regional and international scientific institutions that are attempting to improve African scientists' and policymakers' access to scientific and technical information systems. A secondary purpose is to increase the visibility in the United States of scientific and science policy developments in Africa. In 1991 the Corporation began supporting a series of meetings on science in Africa, organized by the sub-Saharan Africa program of the American Association for the Advancement of Science (AAAS). Five have been held so far: three symposia on scientific developments in Africa, and two policy forums on innovations in higher education and on women in science. The science symposia have fostered collaboration between African and American scientists, while the policy forums have increased donors' attention to science and technology and to African women's participation in these fields.

This grant provided funding for two meetings in 1994, both organized by Amy Auerbacher Gimbel, director of the sub-Saharan Africa program. The first, held at the AAAS's annual meeting in San Francisco, focused on energy policies and the problems of deteriorating energy sources, soil erosion, and desertification. The second, a policy forum in Washington, addressed strategies for building science and technology capacity in Africa. A working group of donors and forum presenters then explored specific areas for collaboration and funding.

American Association for the Advancement of Science
1333 H Street, N.W., Washington, DC 20005

One-year grant of $526,000 toward a program to strengthen the scientific and technological infrastructure in sub-Saharan Africa

In 1984 the American Association for the Advancement of Science began working with major African scientific institutions and research centers to facilitate their access to scientific and technological information. The resulting sub-Saharan Africa program, directed by Amy Auerbacher Gimbel and supported by the Corporation since 1987, now distributes 200 journals to more than 150 institutions in thirty-eight African countries. It helps librarians in Africa assess ways of using CD-ROM (compact disk for read-only memory) for research and information purposes and holds workshops with policymakers and researchers to promote adoption of this technology.

This grant renewing support for the journal distribution program is enabling program staff members to determine whether CD-ROM subscriptions could supplement and possibly replace hard-copy journal subscriptions and whether such replacement would be economical. They are also exploring ways to increase the accessibility of locally generated databases and market them more effectively in Africa and overseas.

Additional support for the program comes from the Rockefeller and Ford foundations, the U.S. Agency for International Development, the United Nations Educational, Scientific and Cultural Organization, the Technical Centre for Agricultural and Rural Cooperation in the Netherlands, and the International Development Research Centre of Canada.

United Nations Economic Commission for Africa
Pan African Development Information System,
P.O. Box 3001, Addis Ababa, Ethiopia

One-year grant of $110,700 toward a program to promote information exchange in Africa

The Pan African Development Information System (PADIS), a subprogram of the United Nations Economic Commission for Africa, was created in 1980 to promote information systems in support of economic, social, scientific, and technological development in Africa. It cooperates with ministers of planning and of economic development, with statisticians, and with information specialists in the attempt to strengthen African institutions' capacity to collect, store, and use data on development. It focuses on the exchange of information among countries, the training of information specialists, and the use of common norms and standards for handling information.

In 1987 PADIS established a committee on the standardization of information and documentation systems. This grant supports the continued work of the committee, whose membership is now open to all relevant national-level institutions in Africa. Led by PADIS officer-in-charge Nancy J. Hafkin, the committee is investigating ways of creating uniformity for the collection, classification, storage, and retrieval of information across the continent and will present recommendations to the committee for approval. Guidelines, reports, and software-conversion programs will be produced to help participating institutions adhere to the agreed-on procedures and standards.

African Regional Centre for Technology
B.P. 2435, Immeuble Fahd Ben Abdel Aziz,
Avenue Djily Mbaye, Dakar, Senegal

Two-year grant of $100,000 toward planning human resource development in science and technology information systems in Africa

The African Regional Centre for Technology (ARCT) is a thirty-one-member organization established in 1977 under the auspices of the United Nations Economic Commission for Africa. Its purpose is to promote, coordinate, and integrate information technology policies and activities within the region. Since 1992 it has received Corporation support to use its own scientific and technological databases to publish directories of African scientific experts and institutions. Most recently it has cooperated with selected countries in West Africa to provide training in the use and application of microcomputers, database management systems, data processing systems, and technology management systems.

The current grant is enabling ARCT to survey existing science and technology information system training activities in Africa, make recommendations on ways that they could be strengthened, and develop new programs and training materials. A strategic plan will be formulated to identify ways in which the organization's efforts in science and technology information development could support Corporation grantees and others throughout Africa. ARCT is working with the Pan African Development Information System, the American Association for the Advancement of Science, and the National Academy of Sciences' Board on Science and Technology for International Development on all phases of the project, which is coordinated by Michael Nageri, head of the information and documentation division.

National Academy of Sciences
Board on Science and Technology for International Development, 2101 Constitution Avenue, N.W., Washington, DC 20418

Fifteen-month grant of $134,800 toward preparation of case studies and fact sheets on science and technology information systems in Africa

Since its founding in 1969 by the National Academy of Sciences, the Board on Science and Technology for International Development (BOSTID) has managed programs aimed at improving and increasing the scientific capacity of developing countries. In 1988 the Corporation awarded the first in a series of grants to support the board's work in reviewing and identifying ways to strengthen the planning, design, and management of science and technology information systems in Africa.

This grant enabled BOSTID to undertake two projects under the direction of senior program officer Wendy D. White. In cooperation with the African Regional Centre for Technology in Dakar, Senegal, it prepared and coordinated the publication by the National Academy Press of a volume of case studies detailing successes and remaining barriers to the implementation of Corporation-supported information systems in Africa. In the second project, it produced fact sheets, written in nontechnical language, that assess the potential benefits to Corporation grantees and others of new information and communication technologies. The book and the fact sheets, which were prepared with the guidance of an advisory committee of African and American experts, are being disseminated to BOSTID's network of contacts in Africa and to Corporation grantees and their colleagues.

University of Ibadan
Department of Chemistry, U.I. Post Office Box 22376, Ibadan, Nigeria

Two-year grant of $125,000 toward the development of scientific databases and information systems

With support from the Corporation since 1989, a research team from the University of Ibadan has developed a prototype multidisciplinary scientific database and information system for the country and installed it at the university. The current grant supports refinement of this system and the collection and processing of additional data under the direction of Gabriel B. Ogunmola, professor of chemistry and former dean of the faculty of science at the university. Information services and training workshops will be offered to researchers, policymakers, and nongovernmental organizations in Nigeria. In addition, the team will determine the most effective way to link system users to local and international databases, such as CompuServe, and to provide them with remote access to data searches, electronic mail, and teleconferencing.

After assessing the prototype, the team will hold a seminar with other research institutions and selected government ministries to plan a strategy for developing a national information database in science and technology.

University of Dar es Salaam
University Library, P.O. Box 35092, Dar es Salaam, Tanzania

Three-year grant of $50,000 toward acquiring CD-ROM technology for the university library

In African countries, constraints on telecommunications frequently prevent on-line access to computerized databases of international scientific research literature. As a result, more and more libraries there are subscribing to research databases on CD-ROM (compact disk for read-only memory), which stores large quantities of bibliographic material that can be quickly retrieved by a microcomputer. Although foreign exchange is needed for subscriptions, CD-ROM may entail lower recurrent costs than do subscriptions to hard-copy journals.

Over the past few years, the Corporation has supported a project to provide this technology to the library at the University of Dar es Salaam. Library director John M. Newa has installed two CD-ROM workstations and acquired subscriptions to five scientific databases. This grant supports the addition of a desktop publishing program and workstation and an expansion in database subscriptions to include dissertation abstracts in the humanities, social sciences, and science and engineering, as well as journal texts in aquatic sciences and fisheries. The increased capacity will also enable librarians to conduct literature searches for other institutions of higher education in the country.

Emory University
The Carter Center, One Copenhill, Atlanta, GA 30307

Ten-month grant of $172,500 toward planning international development cooperation at the Carter Center

A 1992 Corporation grant to the Carter Center of Emory University supported a conference, attended by European, American, and developing-country leaders from nongovernmental organizations, universities, foundations, and businesses, to identify practical ways of enhancing international development cooperation. Participants agreed on the need for the international donor community to improve the deployment of current resources in response to radically changed global strategic, economic, and political circumstances. A major recommendation was that an international action roundtable be established to foster creative forms of cooperation among donors and recipients.

Agricultural economist Uma Lele led the planning for the roundtable. A small advisory group drawn from recipient countries, donor agencies, and government institutions in the United States and other donor countries met at the Carter Center in 1993 to discuss the roundtable's scope and objectives. Group members concluded that before developing the broader initiative, they should work on issues of donor cooperation with representatives of governments, universities, and nongovernmental institutions.

This grant supported efforts to establish country-level working groups to prepare development plans that could be presented to a consortium of donors. Former president Jimmy Carter and his colleagues at the Carter Center facilitated formulation of the plans and their presentation to the donors.

Institute of International Education
809 United Nations Plaza, New York, NY 10017-3580

Eighteen-month grant of $375,000 toward the International Health Policy Program

University of Nairobi
College of Health Sciences, Kenyatta National Hospital, P.O. Box 19676, Nairobi, Kenya

Three-year grant of $172,500 for research and training in health policy in Kenya

The International Health Policy Program (IHPP) was organized in 1986 by the Pew Charitable Trusts in collaboration with the World Bank and the World Health Organization to encourage the more effective allocation of developing countries' scarce resources for the improvement of health care. IHPP provides grants and technical support to selected governmental and nongovernmental institutions for conducting research in health policy. It is directed by Davidson R. Gwatkin and based at the World Bank. The Institute of International Education serves as fiscal agent.

A series of IHPP grants has helped establish a network of teams with representatives from ministries of health, universities, and other institutions in Asia and Africa who work together on studies of practical value. The Corporation has supported programs in five African countries: Ghana, Kenya, Nigeria, Tanzania, and Uganda. Each emphasizes the production of high-quality empirical analyses and the use of such analyses in strengthening the effectiveness of health policies. Previous grants have supported workshops and annual meetings involving all the research teams.

With this grant, IHPP is publishing and disseminating its policy studies and launching a working paper series. In the attempt to strengthen its capacity for health policy development over the long term, it is also working to enlist the support of a wide range of donor agencies.

Since 1988 a team of health ministry officials, university researchers, and district-level health care providers in Kenya has received Corporation support to study health care financing under the auspices of the International Health Policy Program, or IHPP, administered by the Institute of International Education. The ministry of health drew on the researchers' results in its plans to reallocate resources toward more cost-effective services provided by ministry-supported hospitals. Joseph K. Wang'ombe, a health economist and senior lecturer in the department of community health at the University of Nairobi, is project director.

Following the recommendations of an IHPP evaluation, the team is attempting to institutionalize its work through an advanced training program. The clinical epidemiology unit at the university is organizing a three-month course and a master's degree program in health economics that will be offered to members of the departments of community health, clinical epidemiology, and economics at Kenyan universities and to planners at the ministry of health. Researchers will be encouraged to conduct health policy studies of service delivery and financing, among other issues. Periodic workshops will be established with the goal of building a consensus among the participating institutions on the design and implementation of the research projects.

Uganda National Council for Science and Technology
76 Buganda Road, P.O. Box 6884, Kampala, Uganda

Three-year grant of $165,000 for research and training in health policy in Uganda

Corporation funding in 1988 enabled investigators at Uganda's ministry of health and its National Council for Science and Technology to study workable approaches to health financing. Results from the first phase of the research, conducted under the auspices of the International Health Policy Program, indicated that the imposition of user fees for health services was not feasible in Uganda. Still to be answered, though, is the question of how to deliver more efficient and effective health care services while covering the costs. Under the current grant, the research team, led by David O. Okello, a physician in the clinical epidemiology unit of Makerere University's School of Medicine, is addressing this and related issues.

At ten one-day workshops in the districts that participated in the initial research, the results of that research will be disseminated to local health care managers. A short follow-up study will clarify issues raised, fill gaps identified during the workshops, and enable the team to plan further research in two areas. The investigators will first assess the general quality of health care services at the district level in the attempt to establish standards for monitoring the performance of various health care units. In the second study, the team will examine arguments in favor of a health care cost-recovery policy based on community self-financing schemes rather than user fees imposed by the central government.

Harvard University
Harvard School of Public Health, 665 Huntington Avenue, Building 1-1104, Boston, MA 02115

Three-year grant of $345,000 toward support of the Takemi Program in International Health of the Harvard School of Public Health

The Takemi Program in International Health was established in 1983 at the Harvard School of Public Health by the Japanese Institute for Seizon and Life Sciences and has received Corporation support since 1988. Directed by Michael R. Reich, a professor of international health policy, the program offers advanced training for mid-career health professionals, primarily from developing countries, who are concerned with health policy and management. Ten-month fellowships for leading health professionals and scholars enable them to conduct research projects linked with health policy reforms in their home country. Since 1984, forty-seven fellows from twenty-six countries have participated. The program also provides visiting professorships for senior experts in the health field and publishes a newsletter that keeps them and the fellows informed about one another's work once they have returned home. In January 1994 the program inaugurated the African Takemi Fellows Network, which promotes individual research and facilitates linkages with other networks in international health and social science.

This grant renewing support is joined by funding from the Rockefeller Foundation, the Ford Foundation, the World Health Organization, and the United Nations Development Programme.

Council on Health Research for Development
United Nations Development Programme, Palais des Nations, CH-1211 Geneva 10, Switzerland

One-year grant of $100,000 toward essential national health research in sub-Saharan Africa

A 1990 report, *Health Research: Essential Link to Equity in Development,* stressed the need for more equitable development policies within countries to reduce disparities in health and called for research to determine how best to allocate scarce resources to health care. The report recommended what is called "essential national health research" as a framework for using locally generated information in formulating national health policies and programs. A task force based at the United Nations Development Programme offices in Geneva was created to help countries strengthen their capability for conducting such research. Following an international review of the task force's work in 1993, the Council on Health Research for Development was launched.

The council, whose activities are coordinated by medical sociologist Yvo Nugens, is working to increase international support for essential national health research and to facilitate, monitor, and evaluate its implementation within individual countries. The council is assisting a number of countries, including Ghana, Kenya, Tanzania, Uganda, and Zimbabwe, as they complete their own national health research plans and is fostering establishment of a network through which they can share experiences.

The International Development Research Centre, the Swedish Agency for Research Cooperation with Developing Countries, the Swiss Development Cooperative, and the Rockefeller and Edna McConnell Clark foundations also support the council.

Harvard University
Harvard School of Public Health, Department of Population and International Health, 665 Huntington Avenue, Boston, MA 02115

Sixteen-month grant of $100,000 toward an international executive seminar for senior health policymakers

Michael R. Reich, a professor of international health policy at the Harvard School of Public Health, and Karin A. Dumbaugh, an instructor in health policy and management at the school, head a faculty team that has developed and now teaches a series of seminars for health ministers from developing countries. The primary text used in the week-long seminars is a manual on the concept of essential national health research (see prior grant description). Supplementing the manual are computer exercises, audiovisual materials, a workbook with case studies, and participants' presentations.

Earlier Corporation funding supported planning for the seminars and testing of the teaching materials. This grant enabled the team to revise the course's content and materials, prepare a report analyzing the impact of the seminars, and work with staff members at the Rockefeller Foundation to plan a meeting held in November 1994 in Bellagio, Italy, for international health policymakers, researchers, and donors. Participants evaluated the impact of the seminars to date, determined how to link the program with similar efforts, and identified institutions in the Caribbean, Latin America, and sub-Saharan Africa that could host future seminars.

Commonwealth Caribbean Medical Research Council
c/o Tropical Metabolism Research Unit, University of the West Indies, Mona, Kingston 7, Jamaica

Three-year grant of $250,000 toward promoting essential national health research

The Commonwealth Caribbean Medical Research Council was created in 1956 with funding from the United Kingdom. The council promotes and coordinates medical research in the region and offers advice to governments on research needs and priorities.

Under earlier Corporation grants, council members, led by former chairman Kenneth L. Stuart and research director David Picou, consulted with representatives of national health organizations in the United States, Canada, and the United Kingdom to formulate and implement a plan to strengthen the council's work and increase its funding base. In June 1993, eight health ministers from Commonwealth Caribbean countries participated in a Corporation-supported seminar at Harvard University on essential national health research (see prior grant descriptions). As a result of the meeting, the council concluded that one of its major goals should be to encourage Caribbean governments to initiate essential national health research projects.

This grant is enabling the council to organize training workshops and study groups to explore ways of focusing increased attention on health systems reform and research. The council is also working with media representatives to disseminate research results that can help governmental and nongovernmental organizations achieve popular support for health care programs. Sir John Golding now chairs the council.

Harvard University
Harvard Medical School, 641 Huntington Avenue, Boston, MA 02115

Two-year grant of $625,000 toward a collaborative training program with African institutions in health and behavioral research

There is growing recognition among health policymakers in Africa that social, economic, cultural, and psychological conditions affect human health and well-being and that such conditions, along with medical issues, must be considered in the development of health programs. Since 1987 the Corporation has supported Harvard University's collaborative research and training program that focuses on the study of human behavior in association with infectious and chronic disease. Health scholars, practitioners, and policymakers from Harvard and the universities of Nairobi and Dar es Salaam in Kenya and Tanzania, respectively, share ideas and experiences across disciplines, institutions, sectors, and national frontiers.

Each year a pair of faculty members is selected, one in the social sciences and one in medicine, from each East African university, to participate in interdisciplinary training offered by Harvard Medical School's department of social medicine and the university's medical anthropology program. The fellows study advanced interdisciplinary theory and methodology, establish contacts with United States agencies and donors active in health and human behavior, and develop interdisciplinary research and training programs in their home institutions. Arthur Kleinman, a medical anthropologist and chair of the department of social medicine, heads the Harvard faculty team.

This grant renews support.

University of Dar es Salaam
Muhimbili University College of Health Sciences, P.O. Box 65117, Dar es Salaam, Tanzania

Two-year grant of $115,000 toward an interdisciplinary program in social science and medicine

The University of Dar es Salaam in Tanzania is taking part in a collaborative effort to strengthen the capacity of scientists in East Africa to conduct interdisciplinary research in health and human behavior (see prior grant description). Collaboration takes the form of fellowships at Harvard University for faculty members from the universities of Nairobi and Dar es Salaam as well as activities at the African institutions to create research and training programs. A Corporation grant earlier supported establishment of a working group to foster joint efforts by the faculty of medicine and the faculty of arts and social sciences at the University of Dar es Salaam. Group members led by Richard S. Lema, a lecturer in obstetrics and gynecology, Patrick Masanja, head of the department of sociology, and Melkizedeck Leshabari, acting head of the department of behavioral sciences, have compiled a directory of biomedical and sociomedical research and researchers in Tanzania for wide dissemination as a networking and resource tool. Workshops have also been organized and curricula, materials, and a teaching roster developed. This grant provides renewed funding.

In addition to holding annual policy and training workshops, program staff will cohost a meeting with the Tanzania Public Health Association to review program developments with colleagues from Harvard and the University of Nairobi. Workshop reports will be published, complementing the directory as teaching and research tools.

University of Nairobi
Department of Community Health, P.O. Box 19676, Nairobi, Kenya

Two-year grant of $108,000 for an interdisciplinary program in social science and medicine

A working group at the University of Nairobi in Kenya constitutes the third component of a Corporation-funded research and training program that promotes interdisciplinary collaboration between social and medical scientists in East Africa. With a planning grant, faculty members at the university in 1989 laid the foundation for a cross-faculty program in social science and medicine. They subsequently appointed a task force to assess teaching and training needs, identify priority research areas and available faculty resources, and initiate an inventory of relevant university research. In 1993 they received additional Corporation support for implementation of a three-year plan, formulated by the task force and approved by Kenyan academics and policymakers, to establish a forum for interfaculty collaboration and interdisciplinary research on priority health problems in Kenya. Task force staff members are led by Violet N. Kimani, a senior lecturer in the university's department of community health.

This grant supports the task force's efforts to consolidate and institutionalize program activities and explore incentives for interdisciplinary research and training involving cross-faculty collaboration, such as the establishment of joint degree programs and teaching appointments. The task force is also publishing a newsletter and equipping a documentation center where current texts and journals on health and human behavior will be more widely available.

Social Science and Medicine Africa Network
P.O. Box 20811, Nairobi, Kenya

Two-year grant of $200,000 toward support

At the Corporation-supported first African Regional Conference on Social Science and Medicine, held in Mombasa, Kenya, in 1990, participants discussed the role of the social sciences in solving the continent's health programs. The meeting led to creation of the Social Science and Medicine Africa Network, known as SOMA-Net, which aims to build connections across the sciences and countries in Africa through meetings, publications, and training. With a focus on sociocultural and economic determinants of health, the network complements and draws on the research and training activities of a collaborative program in East Africa involving Harvard University and the universities of Dar es Salaam and Nairobi. Membership has reached nearly 400.

Building on a previous Corporation grant, the network is now expanding its directory of researchers, publishing a newsletter, providing logistical and technical assistance to national chapters, and organizing regional workshops on interdisciplinary proposal development, fundraising, and writing for publication. In October 1994 the Pan-African Association of Anthropologists hosted the network's second biennial conference, in Douala, Cameroon. Joseph K. Wang'ombe, a health economist, and Anne M. Pertet, a nutrition and community health specialist, coordinate the program, for which this grant renews support.

Mahidol University
Faculty of Social Sciences and Humanities,
Salaya, Nakornpathom 73170, Thailand

Two-year grant of $122,500 toward an international organization on social and health sciences

In 1989 an international group of health and social scientists, policymakers, and donors began meeting under varying auspices to address the need for a community of scholars and practitioners to apply the social and behavioral sciences to the solution of health problems. The year 1992 saw the realization of the participants' goal: the International Forum for Social Sciences in Health.

The forum, consisting of networks in Africa, Asia, the Caribbean, Europe, Latin America, North America, and the Pacific, works to enhance interdisciplinary research and training, foster a coherent body of knowledge in the field, and promote cooperation across national boundaries. Regional task forces will commission case studies of the contributions of social sciences to health and development, organize training in interdisciplinary research for individuals and institutions, and encourage policymakers to work with social scientists. A secretariat located at Mahidol University outside Bangkok, Thailand, is led by Santhat Sermsri, a social demographer and former dean of the faculty of social sciences and humanities.

With earlier Corporation funding, the secretariat's steering committee refined the forum's initial three-year plan of operation. The current grant is enabling the secretariat to publicize the forum's activities, disseminate the case studies, and hold meetings. Support is also coming from the Ford Foundation and the International Development Research Centre of Canada.

Medical and Health Research Association of New York City
40 Worth Street, New York, NY 10013-2988

Seventeen-month grant of $50,000 toward a project on the application in New York City of public health practices in less developed countries

In 1993, with Corporation support, the New York City Department of Health launched an initiative aimed at promoting international cooperation among public health professionals. Planned are networks for the exchange of information and experiences among public health practitioners in New York and for the development of local community-based projects there that draw on the relevant lessons and experiences from other countries. This grant supported the first year of the initiative.

The project is concentrating on three areas—immunization, maternal health, and tuberculosis control—that are of concern in United States cities and New York in particular. Eve Cagan, special assistant to the city's health commissioner, is overseeing the organization of meetings and exchanges for health professionals from the international community and the creation of a database on international health resources in New York, from which a resource guide will be prepared. Pilot projects will incorporate innovative international approaches to the three topics. A final report will detail the lessons learned about public health practices, especially for underserved populations.

The grant was awarded to the Medical and Health Research Association of New York City, a nonprofit organization that provides administrative services for the health department's grant-supported projects.

Harvard University
Harvard Medical School, 641 Huntington Avenue, Boston, MA 02115

One-year grant of $100,000 toward dissemination of an international report on mental and behavioral health

Although child survival and adult longevity have improved in industrialized and developing countries in recent decades, this period has seen a worsening of behavioral and psychiatric disorders leading to adverse outcomes for many young people. In 1992 the Corporation supported a two-year study by a Harvard University research team of the scope, magnitude, sources, and societal effects of behavioral and mental health problems in the developing world and their implications for health and development policy. Under the direction of Arthur Kleinman, a medical anthropologist and chair of the department of social medicine at Harvard Medical School, the team has produced a report of its findings and recommendations, *World Mental Health: Problems and Priorities in Developing Countries*.

The current grant is enabling the Harvard group to direct worldwide attention to the report, which urges poor countries to formulate policies and research agendas on mental and behavioral health. In addition to distributing copies of the full report and an executive summary to scholars, journalists, international and national policymakers, and representatives of nongovernmental organizations, the department of social medicine is holding conferences and a meeting for science and health reporters. The John D. and Catherine T. MacArthur and the Rockefeller foundations are also funding the dissemination campaign, which is being assisted and evaluated by an international advisory board.

Forum for African Women Educationalists
International House, Twelfth Floor, Mama Ngina Street, P.O. Box 21389, Nairobi, Kenya

Eighteen-month grant of $150,000 toward support

African Academy of Sciences
P.O. Box 14798, Nairobi, Kenya

One-year grant of $100,000 toward administration of a research grants program in female education in Africa

Research results from many regions of the world suggest that women who have attended several years of school earn higher incomes and have healthier and fewer children than women who have received more limited education. Moreover, communities with highly educated women are generally willing to put new technology to effective use. Although African leaders are increasingly aware of these findings, the continent has not witnessed significant improvement in female participation in education beyond the primary level. To accelerate the process, African women leaders in education in 1992 launched the Forum for African Women Educationalists. The forum brings together researchers, policymakers, and women's groups to examine the political, social, and economic barriers to girls' educational achievement. Eddah W. Gachukia, a leading educational activist in Kenya, is executive director.

This grant renews support for efforts by the forum to promote the importance of female education to national development and to translate research about girls' education into policy. In this regard, it works closely with a research grants program on female education administered by the African Academy of Sciences. The forum is supporting pilot projects that use innovative strategies—for example, stipends for poor girls and mentoring—to overcome constraints to female education. Support also comes from the Rockefeller Foundation, the United Nations Fund for Children, and the International Development Research Centre.

Correlations between women's educational levels and national development are well documented. Yet in Africa girls still are underrepresented in secondary schools, female high school completion rates are low, and girls are not encouraged to follow educational courses that will enable them to enter the formal employment market.

Previous Corporation support enabled the African Academy of Sciences to plan a research grants program in female education. An advisory committee of senior African scholars, policymakers, and nongovernmental leaders guides overall program policies, and a technical committee of experienced researchers from the continent selects proposals and disseminates research results. Together and in cooperation with the Forum for African Women Educationalists, the committees identify and support policy-sensitive multidisciplinary research to explain gender-related differences in educational enrollment, retention, and achievement. Katherine Namuddu, an education expert with the Rockefeller Foundation in Nairobi, temporarily heads the grants program.

The Corporation's renewed funding is supplemented by support from the Rockefeller, Ford, and John D. and Catherine T. MacArthur foundations; the United Nations Fund for Children; the U. S. Agency for International Development; the government of the Netherlands; and the Swedish Agency for Research and Economic Cooperation with Developing Countries.

United Nations
2 United Nations Plaza, Room DC2-1200,
New York, NY 10017

Two-year grant of $100,000 toward preparatory activities for the Fourth World Conference on Women

By almost every indicator of social development, women in all countries tend to fare less well than men. In September 1995, delegates from governments throughout the world will meet at the United Nations Fourth World Conference on Women in Beijing, China, to discuss these persistent disparities. The theme, "Action for Equality, Development, and Peace," will provide the opportunity to formulate strategies for implementing programs to improve the situation of women. In anticipation of the meeting, national committees of the United Nations' member states will prepare country-specific reports on the status of women. In addition, participants at preparatory conferences in Asia, Latin America, the Middle East, Africa, and Europe will discuss regional priorities for progress on women's equality, development, and peace and devise platforms for action. Gertrude Mongella, Tanzania's former minister of state responsible for women's affairs, is secretary general for the conference, while staff members at the U.N.'s division for the advancement of women will serve as the conference secretariat.

This grant, supplementing funding from the Ford and Rockefeller foundations, provides administrative and planning support to the secretariat. Corporation funds will also be used to ensure that plans are made to implement the recommendations made at the Beijing conference.

African Women's Development and Communication Network
P.O. Box 54562, Nairobi, Kenya

Two-year grant of $150,000 toward general support and African participation in the Fourth World Conference on Women

The African Women's Development and Communication Network was founded in 1988 to provide an institutional means in Africa to implement the recommendations of the 1985 United Nations World Conference on Women, held in Nairobi, Kenya. It comprises representatives of nongovernmental organizations in twenty-four countries. In 1992 the network carried out an assessment of the needs of member groups working on women's development issues in Africa, the results of which were used to prepare its three-year plan of action.

The Corporation is providing general support for the network and its efforts to involve African women and nongovernmental organizations in the United Nations Fourth World Conference on Women. Staff members of the network's regional secretariat have worked with women's groups throughout the region to ensure that women's perspectives are integrated into documents and position papers prepared by the African region for the Beijing meeting. They will prepare press kits to inform the media about these issues and to ensure press coverage of the African presence at the world conference. Eddah W. Gachukia chairs the network's management committee.

Women in Law and Development in Africa
P.O. Box 4622, Harare, Zimbabwe

Eighteen-month grant of $188,700 toward the completion and dissemination of a legal rights training manual

To strengthen the ability of women's organizations in sub-Saharan Africa to develop projects aimed at eliminating the legal barriers to women's full participation in society, participants in a Corporation-supported conference in 1990 established a network, Women in Law and Development in Africa (WILDAF). Its members include human rights lawyers, scholars, activists, and community organizers from more than 250 organizations involved in legal reform in twenty-one African countries. With a 1992 Corporation grant, it began preparing a legal rights training manual to help communities identify legal problems and design and evaluate programs to address these problems.

This grant is enabling WILDAF, under the direction of Ugandan lawyer Florence Butegwa, to field-test the manual, make necessary revisions, train women's rights activists in its use, and distribute it to human rights organizations, training institutions and universities, and women's groups. The draft of the manual will be tested in three countries and finalized in time for dissemination at the United Nations Fourth World Conference on Women.

University of Minnesota Foundation
Hubert H. Humphrey Institute of Public Affairs, 300 Humphrey Center, 301 Nineteenth Avenue South, Minneapolis, MN 55455

Two-year grant of $75,000 toward activities to improve the legal status of women in Africa and the Caribbean

The United Nations Convention on the Elimination of All Forms of Discrimination Against Women, passed by the United Nations General Assembly in 1979 during the United Nations Decade for Women, has been ratified by 128 nations, including twenty-six sub-Saharan African countries and most of the countries of the Commonwealth Caribbean. The International Women's Rights Action Watch, based at the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota, has become an effective advocate for encouraging ratification of the convention and for monitoring compliance with it. Central to the action watch's success is an international network of more than 5,000 individuals and organizations who monitor legal and policy developments in their countries. The action watch produces publications for use by lawyers and activists seeking policy change in their countries. Contacts with researchers and scholars worldwide and with attorneys in United States law firms interested in providing pro bono service have enabled the action watch to provide research and policy analysis to an increasing number of groups.

A 1992 Corporation grant enabled the action watch to expand its technical support efforts, primarily in Africa and the Caribbean, under the direction of Marsha Freeman. The current grant continues this support, supplementing funding by the John D. and Catherine T. MacArthur, Ford, Sholer Adams, and Joyce Mertz–Gilmore foundations.

World Health Organization
CH-1211 Geneva 27, Switzerland

One-year grant of $100,000 toward a global commission on women's health

The Forty-fifth World Health Assembly, held in Geneva in 1992, called on the World Health Organization (WHO) to establish a global commission to expedite the formulation, adoption, and implementation of intersectoral policies to improve women's health in developed and developing countries alike. Composed of prominent women leaders, the commission attempts to raise international awareness about the relationship of women's health to economic development by producing critical analyses of this issue.

Previous Corporation grants enabled members of a multidisciplinary working group chaired by Aleya El-Bindari Hammad, the WHO director-general's special representative for health policy, to begin networking and gathering research and information in anticipation of such a commission. Members of the group are contacting nongovernmental organizations and individuals in developing countries who could coordinate networking and complete national and regional inventories of relevant research. They have prepared position papers and reports on women's health for dissemination to the media, governments, grassroots groups, bilateral and multilateral agencies, and research institutions. Following an interagency, interregional meeting held in 1993 under the auspices of the main working group, each WHO region developed its own interagency working group on women's health.

This grant enabled the commission to plan for and hold its first meeting.

Columbia University
Center for Population and Family Health, 60 Haven Avenue, B-3, New York, NY 10032

Eighteen-month grant of $618,200 toward research and training on maternal health in sub-Saharan Africa

Prior Corporation grants have enabled the Prevention of Maternal Mortality program at Columbia University's Center for Population and Family Health to establish and advise a community-based operations research network in three West African countries: Ghana, Nigeria, and Sierra Leone. The network's eleven projects operating from African institutions have the aim of developing effective, sustainable, and replicable interventions to reduce the high levels of maternal mortality in the region. The teams, each of which includes at least one nurse-midwife, obstetrician, community health physician, and social scientist, have identified the most pressing maternal health problems in their district, assessed barriers to obstetrical care, and designed projects to overcome these barriers. They are assessing the effectiveness of interventions for reducing maternal mortality and testing the thesis that a significant lowering of maternal mortality will depend largely on the provision of accessible and effective emergency care.

This grant is enabling Deborah Maine, a Columbia epidemiologist who provides overall direction to the program, and her colleagues to furnish technical assistance to the eleven teams to complete and disseminate the results of their intervention studies.

University of Ghana
Korle Bu Teaching Hospital, Accra, Ghana

Two-year grant of $500,000 for a project with the University of Science and Technology for postgraduate training in obstetrics and gynecology

In Ghana, as in many other African countries, physicians who wish to specialize in obstetrics and gynecology often need to obtain at least part of their training in an industrialized country. Yet outside training may not adequately prepare graduates for service in Africa, where a different range of problems exists. Further, an uncertain economic future has led numerous trained doctors to leave Ghana or remain abroad after certification.

Since 1991 two Ghanaian medical schools, the University of Ghana Medical School in Accra and the School of Medical Sciences at the University of Science and Technology in Kumasi, have received Corporation support for a five-year postgraduate training program in obstetrics and gynecology that includes a year of community-based practice. The institutions furnish the core faculty, supplemented by instructors from other African countries, the United Kingdom, and the United States. A management committee of Ghanaian medical officials from the universities and the Ghanaian ministry of health has gradually assumed full responsibility for the coordination, decision making, and financial management originally provided jointly by that committee and an external advisory board. Josiah O. Martey coordinates the program, in which thirty-five residents are enrolled. Five have graduated and are practicing obstetrician-gynecologists in Ghana.

This grant to the University of Ghana renews support.

Women's Action Group
P.O. Box 135, Harare, Zimbabwe

Sixteen-month grant of $100,000 toward institutional development

The Women's Action Group, which was formed in Zimbabwe in 1983 to promote the advancement of women through public education, has since become a major advocate for women in that country. Directed by Salina Mumbengegwi, the action group publishes and distributes health and legal rights materials, including *Speak Out*, a women's magazine, and conducts educational, advocacy, and outreach activities in these areas.

In 1993, as part of a five-year plan to strengthen the organization, the action group received Corporation support to assess its management and programs. External evaluators, while noting the group's effectiveness in using the media and in developing educational materials, identified the need for a clearer statement of its objectives, a data collection and management system to track implementation, and an improved strategy for reaching its desired audience. The current grant is enabling the action group to prepare procedures manuals for organizational operations and financial transactions, computerize several management systems, and train staff members in the use of computers.

Joint Enrichment Project
P.O. Box 62024, Marshalltown, 2107, South Africa

Thirteen-month grant of $85,300 toward a national workshop for young South African women

Of the many political challenges confronting the new government of South Africa, the most complex will be meeting the social and economic expectations of those who have long been disadvantaged by apartheid. Young people, who account for a large proportion of the unemployed and undereducated, are among the most adversely affected, and young women are additionally burdened by gender-based discrimination.

The Joint Enrichment Project of the South African Council of Churches and the South Africa Catholic Bishops' Conference has established a network to direct attention to the needs of young women and promote efforts to meet those needs. The network is to be initiated at a national workshop that will bring together organizations that serve young women. Presented at the workshop will be a literature review on conditions for these women and the results of a survey of the service organizations. Recommendations from the workshop will provide the framework for future network activities, which are to be conducted through local institutions and coordinated by the project. Periodic national workshops will help these institutions plan activities and learn from the experiences of other regions and programs. The work is being coordinated by Linda Tselane.

Johns Hopkins University
School of Hygiene and Public Health, 615 North Wolfe Street, Room 2505, Baltimore, MD 21205

One-year grant of $35,000 toward a fellowship program to increase international cooperation on health issues

With a grant from the Corporation in 1989, Johns Hopkins University launched a fellowship program at its School of Hygiene and Public Health for international health experts from outside the United States. Based in the school's department of international health, the program has hosted eleven fellows from Australia, the Dominican Republic, India, Lebanon, and Nigeria for stays of up to six months.

The program is managed by a faculty team whose members are Robert E. Black, chairman of the department of international health, and Richard H. Morrow and Margaret E. Bentley, professors of international health. Preference is now given in the award of fellowships to women and to applicants from African countries. The fellows attend and conduct lectures and seminars, carry out research, visit other institutions, participate in briefings with national and international policymakers and program directors, and prepare scholarly publications, working papers, and articles for the popular press.

This final grant supports efforts to increase the program's focus on women's health and development.

Western Consortium for Public Health
2001 Addison Street, Suite 200, Berkeley, CA 94704-1103

Sixteen-month grant of $105,900 for research on the health and social status of women working in foreign-owned manufacturing plants in Mexico

With earlier support from the Corporation and the Pew Charitable Trusts, the Pan American Health Organization carried out a binational research, education, and training project to improve maternal and child health care along the United States-Mexico border. One component of the project was a study of women who work in the maquiladoras—foreign-owned manufacturing plants operating in Mexican states—in Tijuana, Mexico. The study, which yielded information about the short-term effects of this work on maquila women's health, also raised questions about its impact on their future social and family life and about the earnings prospects for women who leave this employment after a certain age.

This grant enabled Sylvia Guendelman, assistant professor of maternal and child health at the University of California, Berkeley, in company with Mexican colleagues, to study two electronics maquiladoras in Tijuana. The research was designed to identify sociodemographic or occupational differences between women who leave their job and those who stay and to determine whether health problems add to the probability of their leaving. The aim is to establish the baseline for a study of the family, health, and social consequences for women who quit the plants. Guendelman worked under the auspices of the Western Consortium for Public Health.

South Africa Free Elections Fund
845 Third Avenue, 20th Floor, New York, NY 10022

Six-month grant of $125,000 toward voter education in South Africa

Until April 1994, when South Africa's first democratic elections were held, eighteen million persons in that nation had never voted. Recognizing the special efforts needed to reach the new voters, American business and professional leaders in 1993 established the South Africa Free Elections Fund to generate private support in the United States for voter registration and voter education in South Africa. The money raised by the fund was subsequently distributed to nongovernmental organizations in South Africa through the Ecumenical Assistance Trust, which was established by Beyers Naudé, a well-known anti-apartheid leader and activist.

Working with a nonpartisan advisory board of prominent South Africans, the trust awarded grants to nongovernmental organizations for programs using television and especially radio to educate potential voters; for activities aimed at reaching rural populations; and for a computerized information network enabling more than 200 groups engaged in voter education to communicate with each other. The Corporation's grant supported efforts by the fund to encourage rural women to participate fully in the elections.

The fund also received grants from the Ford Foundation, the Coca-Cola Foundation, and H. J. Heinz & Company.

Institute of International Education
809 United Nations Plaza, New York, NY 10017-3580

Nineteen-month grant of $75,000 toward research and writing by J. Wayne Fredericks on the democratic transition in South Africa and a meeting on African development and related activities

Since 1989 the Corporation and the Ford Foundation have awarded grants to the Institute of International Education enabling J. Wayne Fredericks to offer consulting services to individuals and organizations concerned with southern Africa. Fredericks, deputy assistant secretary of state for African affairs from 1961 to 1967 and an authority on relations between the United States and southern Africa, contributes regularly to the work of the institute, especially to its South Africa programs.

In 1993 Fredericks focused mainly on South Africa's transition to full democracy as it prepared for its first democratic elections. He participated in the formation of an election fund supporting voter education and registration and consulted with political and community leaders and representatives of nongovernmental organizations. In addition, he reported on developments in South Africa to American policymakers, foundation and corporate executives, and key opinion leaders.

Under this grant, Fredericks continued to travel to the region and observe the political changes in South Africa.

The African-American Institute
The Braamfontein Center, 23 Jorisson Street, Braamfontein 2001, Johannesburg, South Africa

One-year grant of $100,000 toward programs in media, women's development, and education

The African-American Institute, which was established in 1953 to foster understanding and collaboration between Africans and Americans, has long been in the forefront of advocating change in South Africa. In 1992, with support from the Corporation and the Ford and Rockefeller foundations, the institute set up an office in Johannesburg, South Africa. The office serves as the institute's headquarters for southern Africa, which encompasses Botswana, Lesotho, Namibia, Zambia, and Zimbabwe as well as South Africa itself; it promotes information and communication within the region and other parts of Africa and between South Africans and Americans.

Originally headed by the institute's senior vice president, Frank E. Ferrari, who has returned to New York, the office collaborates with South Africans to develop programs related to media, education, and training for black South Africans, with a particular focus on strengthening historically black universities and women's organizations. It also sponsors visits by South Africans to the United States to discuss development issues and private sector involvement in South African reform. This grant enabled the institute to continue its activities involving the media, women's development, and education.

Francis Kornegay now directs the office, for which the Ford and Rockefeller foundations also provide support.

Institute of International Education
809 United Nations Plaza, New York, NY 10017-3580

One-year grant of $130,000 toward research by Joseph N. Garba on peacekeeping and peacemaking in southern Africa

Since 1991 the Corporation has supported the work of Joseph N. Garba in assessing the theoretical and practical challenges of peacekeeping in southern Africa in the post-Cold War period and in the aftermath of the Gulf war. Garba, formerly foreign minister of Nigeria, ambassador to the United Nations, and president of the U.N. General Assembly, is analyzing the changing military structures and security organizations in the region and identifying the possibilities for integrating military forces and converting their purposes toward peacekeeping and economic development.

In 1993 Garba organized a conference in Harare, Zimbabwe, supported by the Corporation, the Ford Foundation, the government of Denmark, and Friederich Ebert Stiftung, on sustainable peace and stability in southern Africa. Participants, who included high-ranking members of the South African government, presented case studies on successes in Lesotho, Namibia, and Zimbabwe and on the continuing crises in Angola, Mozambique, and South Africa.

With renewed Corporation support, Garba organized a follow-up conference on South Africa in January 1994, three months before that nation's first democratic elections. Ministers of defense and heads of state explored the future form and functions of security forces in a democratic South Africa. The Ford Foundation provided matching funds.

The Synergos Institute
100 East 85th Street, New York, NY 10028

One-year grant of $50,000 toward strengthening local philanthropy in Zimbabwe

Few privately endowed grant-making foundations exist in developing countries, and individual and corporate giving is similarly limited. Many observers believe that if democratic civil societies are to be strong, a significant core of funding must be generated by sources independent of partisan politics and the powerful influences of government. The Synergos Institute, founded in 1987 to identify innovative solutions to poverty in the developing world, has worked with local public and private sector leaders in Ecuador and Mozambique to create indigenous private foundations that support local development initiatives.

Since 1991, Synergos has received Corporation funding to explore the possibility of establishing a community foundation in Zimbabwe. Jointly with its local partner, the Organization of Rural Associations for Progress (ORAP), Synergos in 1993 cosponsored a meeting on foundation building in southern Africa at which participants reviewed strategies for institutional development and sustainability. From the meeting, a steering group consisting of Zimbabwean nongovernmental organizations was established to facilitate plans for a community foundation. Under this grant, Synergos staff members led by president Peggy Dulany and executive director S. Bruce Schearer offered financial and legal advice to ORAP. They also encouraged the exchange of experiences with individuals in other countries and contacts with the private sector in Zimbabwe.

TransAfrica Forum
1744 R Street, N.W., Washington, DC 20009

Nine-month grant of $75,000 toward enhanced capacity in research and analysis

TransAfrica Forum has been supported by the Corporation since its founding in 1981 by Randall Robinson. Best known for its public education work on South Africa, the forum now aims to become a major foreign policy research institute focusing on African and Caribbean issues. Among other activities, it works to ensure that United States policy toward Africa and the Caribbean takes into account the views of African Americans and to engage the interest of African Americans in U.S. foreign policy.

With this grant, the forum developed plans for a fellowship program in which postdoctoral scholars will undertake substantive research and policy analysis on African and Caribbean development. Under the plan, the scholars will make use of the forum's library, which houses historical and educational materials on the role of African Americans in formulating foreign policy. Robinson intends to appoint a research director to work with in-house scholars and an advisory group of academic and legal scholars, all of whom will produce policy papers and issue briefs on relevant foreign policy issues. The forum is continuing to organize annual foreign policy conferences for African American leaders and for African and Caribbean scholars, policymakers, and diplomats. Its quarterly publication, *TransAfrica Forum*, is evolving into a peer-reviewed journal.

The Aspen Institute
Congressional International Program, 1333 New Hampshire Avenue, N.W., Suite 1070, Washington, DC 20036

Two-year grant of $300,000 toward meetings for American lawmakers on multilateral diplomacy and cooperative security

Although the U.S. Congress plays a key role in formulating foreign policy, its members often come to office without substantial background in foreign affairs or the opportunity to study critical international issues in depth. Since 1985, the Aspen Institute's Congressional International Program, under the direction of former U.S. senator Dick Clark, has held conferences for lawmakers to discuss topics with foreign policy specialists and world leaders. The aim has been to create a well-informed, bipartisan group of policymakers who can play a leading role in structuring U.S. foreign policy.

In 1992, in response to changes in the composition of Congress and the end of the Cold War, the institute redefined the scope, direction, and management of the program and created a project that will concentrate on multilateral diplomacy and cooperative security. Under this focus, the institute plans to hold two conferences a year on each of three broad topics: the role of the United Nations in conflict resolution and peacekeeping, international economic issues, and international development and the environment.

This grant was made to ensure that issues of African development will be placed at the forefront of the conference agendas in the next two years. African scholars and policymakers are being asked to prepare background papers and case studies.

Commission on Global Governance
Case Postale 184, CH-1211 Geneva 28, Switzerland

Eleven-month grant of $75,000 toward publication and dissemination of its final report

With the end of the Cold War, former German chancellor Willy Brandt in 1991 argued that opportunities for strengthening international cooperation had never been greater. Brandt subsequently convened a group of international political leaders in Sweden to launch the Stockholm Initiative on Common Security and Global Governance. From it was created the Commission on Global Governance, which has the aim of building a more effective system of world security and governance. Cochairing the commission are Ingvar Carlsson, prime minister of Sweden, and Sir Shridath Ramphal, former secretary general of the British Commonwealth and former foreign minister of Guyana. Commissioners of varied experience and national background were appointed, and a small secretariat was established in Geneva in 1992. Stephen Noreen, former minister and deputy chief of mission for the Swedish embassy in Moscow, now directs the secretariat.

Commission-appointed working groups on global values, security, development, and governance have reviewed the underlying values and concepts of existing structures of international cooperation to determine how these structures are being challenged during the post-Cold War era. Their findings were synthesized in a comprehensive final report, released in January 1995, for which this grant provided support. The report is expected to shape the debate on global governance during the celebration in 1995 of the fiftieth anniversary of the United Nations.

African Association of Political Science, Harare, Zimbabwe
Toward institutional strengthening, $25,000

Association of African Universities, Accra-North, Ghana
Toward a joint colloquium with the National University of Lesotho on the future of African universities, $21,600

Association of African Universities, Accra-North, Ghana
Toward meetings to plan a consultative forum on enhancing graduate training in Africa, $25,000

Association of African Women for Research and Development, Dakar, Senegal
Toward regional research activities in preparation for the United Nations Fourth World Conference on Women, $25,000

University of Cape Town Fund, New York, NY
Toward planning a project on science and engineering development, $25,000

Carnegie Corporation of New York, New York, NY
For advice and counsel in science and technology for development by Walter A. Rosenblith, $25,000

Commonwealth Secretariat, London, United Kingdom
For planning collaboration on essential national health research among developing countries, $24,800

Connecticut College, New London, CT
Toward its initiative on global social development, $25,000

Emory University, Atlanta, GA
Toward the bulletin *Africa Demos,* $25,000

Foreign Policy Association, New York, NY
Toward strengthening its national network of volunteer discussion-group coordinators, $25,000

Forum for African Women Educationalists, Nairobi, Kenya
Toward regional activities concerned with female education in preparation for the United Nations Fourth World Conference on Women, $25,000

Harvard University, Cambridge, MA
Toward a symposium to honor Norman Sartorius's contribution to biobehavioral science and mental health, $5,000

Harvard University, Cambridge, MA
Toward research on adolescence in South Africa, $25,000

Harvard University, Cambridge, MA
Toward research on adolescence in South Africa, $9,100

University of Ibadan, Ibadan, Nigeria
For a workshop of health researchers and health policymakers in Nigeria, $24,750

Institute of International Education, New York, NY
Toward research by Joseph N. Garba on peacekeeping and peacemaking in southern Africa, $25,000

InterAction Foundation, New York, NY
Toward a study by the InterAction Council of alternative financing mechanisms for multilateral development activities, $25,000

XIIIth International Conference on the Social Sciences and Medicine Planning Committee, Aberdeenshire, Scotland
Toward participation in the conference by professionals from Commonwealth countries in sub-Saharan Africa, $25,000

International Foundation for Education and Self-Help, Phoenix, AZ
Toward planning a health care agenda for the Third African-African American Summit, $25,000

International Peace Academy, New York, NY
Toward planning its Africa conflict management program, $25,000

Metlhaetsile Women's Information Centre, Mochudi, Botswana
Toward a meeting in Gaborone, Botswana, of women's rights activists, $25,000

University of Minnesota Foundation, Minneapolis, MN
Toward an analysis of the legal status of women in six countries in Africa, $25,000

National Women's Resource and Service Centre, Johannesburg, South Africa
Toward planning a women's resource center, $25,000

[redacted]

Organisation of Rural Associations for Progress, Bulawayo, Zimbabwe
Toward planning a regional foundation, $25,000

Overseas Development Council, Washington, DC
Toward a study of the effectiveness of bilateral aid to Africa, $25,000

Pan-African Association of Anthropologists, Yaoundé, Cameroon
Toward electronic networking among African medical anthropologists, $25,000

Third World Organization for Women in Science, Manzizi, Swaziland
Toward increased attention to the role of women in science and technology for development at the United Nations Fourth World Conference on Women, $25,000

Uganda National Council for Science and Technology, Kampala, Uganda
Toward support of essential national health research activities, $25,000

United Nations Commission on Science and Technology for Development, New York, NY
Toward support of the Gender Working Group, $25,000

Yale University, New Haven, CT
Toward research and writing by Ruben P. Mendez on the United Nations Development Programme, $25,000

Special Projects

Some grant-making flexibility, embodied in relatively untargeted funds, permits foundations to seize promising opportunities, respond to unusual requests, support the planning and start-up of ventures that others may continue, and explore possible new programs. Special Projects offers Carnegie Corporation a budgetary allocation for such opportunities. From it the foundation can make grants and appropriations outside the Corporation's three defined programs.

Under Special Projects, the Corporation has supported efforts to apply advances in scientific and technological knowledge to government decision making, to strengthen democratic institutions, and to prevent and resolve conflict. Through its grants it also contributes to the health and welfare of philanthropy and the nonprofit sector.

The program in recent years has given major attention to the Carnegie Commission on Science, Technology, and Government, an operating program of the Corporation. While the main work of the commission formally ended in 1993, the Corporation is currently providing funds to disseminate the commission's reports. Some support is being given for projects resulting from the commission's recommendations and initiatives.

Also in Special Projects, the Corporation has made grants that have been used by researchers, lawyers, and community advocates to challenge discriminatory redistricting and voting practices, to train community leaders to participate in electoral redistricting, and to help eligible immigrants obtain citizenship. Currently funded are projects that provide technical assistance to states as they broaden their voter registration efforts in accordance with the 1993 National Voter Registration Act, monitor campaign financing and study campaign finance reform, and experiment with broader outreach to eligible voters through nonpartisan information about candidates and issues. The Corporation also supports efforts to improve federal, state, and local public service.

Interest in the prevention of deadly conflict among individuals, groups, and nations cuts across all of the foundation's programs. Special Projects' focus is principally on the development of case studies on internal conflict in Africa, the lessons learned from them under the aegis of the Brookings Institution, and the establishment and implementation of the International Negotiation Network by President Carter and the Carter Center at Emory University.

Carnegie Commission on Science, Technology, and Government
c/o Carnegie Corporation of New York, 437 Madison Avenue, New York, NY 10022

One-year appropriation of $447,507 administered by the officers of the Corporation

The Carnegie Commission on Science, Technology, and Government was created by the Corporation in 1988 to help government institutions respond to unprecedented advances in science and technology. The twenty-two-member commission, coheaded by Joshua Lederberg, Nobel scientist and university professor at Rockefeller University, and William T. Golden, former chair of the American Museum of Natural History, and directed by David Z. Robinson, produced nineteen reports with more than 300 recommendations for improving the use of science and technology in government decision making. The recommendations, which covered the U.S. executive branch and the judiciary, Congress, state governments, and nongovernmental organizations, addressed such issues as national security, global development, and science education. Many of the recommendations have been acted on, including the upgrading of the President's science advisor to a cabinet-level position and the preparation of a manual to assist judges in managing expert evidence in cases involving issues of science or technology.

This appropriation supported dissemination of the commission's findings and recommendations during 1993–94. Commissioners and task force chairs continued to meet with government representatives and science and technology leaders, and more than 7,000 copies of the commission's reports were distributed.

Federal Judicial Center Foundation
Thurgood Marshall Federal Judiciary Building, One Columbus Circle, N.E., Washington, DC 20002-8003

Twenty-seven-month grant of $566,500 toward its science and technology programs

Daubert v. Merrell Dow Pharmaceuticals, Inc., was the first case argued before the United States Supreme Court to deal with the standards of scientific expert testimony and its admissibility as evidence. The majority ruling, issued in 1993, underscored the importance of having mechanisms for ensuring wise use of scientific and technical information in all branches of government and followed many of the recommendations of an *amicus curiae* brief filed by the Carnegie Commission on Science, Technology, and Government on behalf of neither party.

Such scientific and technical information is now available to judges through a new program run by the Federal Judicial Center, the education and research arm of the federal judicial system. The program was established with Corporation support to enhance the process by which the nation's courts address science and technology issues. Program staff, led by U.S. District Judge William W. Schwarzer, have prepared a procedural manual for judges that analyzes standards of admissibility of expert testimony, discusses special procedures to assist with issues of scientific and technical evidence, and gives protocols for scientific areas that pose problems when offered as expert testimony. The *Reference Manual on Scientific Evidence* will be introduced to federal judges through a series of conferences, made available to a broad audience through commercial publication, and possibly produced on videotape.

The Rockefeller University
1230 York Avenue, New York, NY 10021-6399

Twenty-three-month grant of $161,000 for research and writing on the role of science and technology in American government

Although numerous articles have been published on various facets of science and technology in American government over the past twenty-five years, the field as a whole was relatively neglected until the 1988 establishment of the Carnegie Commission on Science, Technology, and Government. The commission's concluding report succinctly summarizes the recommendations of its principal study groups. It and the commission's other eighteen reports offer a basis for a reassessment of the deep and subtle issues involved in the role of science and technology in government. These include the place of experts in a democracy, the life cycles of institutions, and the kinds of technological change that affect governmental and organizational agendas. The concluding report does not provide thematic or historical analysis.

With this grant, Joshua Lederberg, cochair of the commission, and Jesse Ausubel, its director of studies, engaged in researching and writing such an appraisal, drawing on the work of the commission and other relevant sources. Ausubel gave seminars on the subject, primarily in academic institutions, in an effort to elicit useful feedback. The book will be directed primarily to scholars and students in the field but also to a larger market.

The project was administered through Rockefeller University's program for the human environment, which is directed by Ausubel.

New York University
11 West 42nd Street, Suite 400, New York, NY 10036

Two-year grant of $150,000 for feasibility studies by John Brademas of establishment of a nonprofit institute for science, technology, and Congress and of a university-based program on science and technology in government policymaking

The Committee on Science, Technology, and Congress, established by the Carnegie Commission on Science, Technology, and Government in 1988, has published three reports. The first one analyzed how the U.S. Congress receives and uses scientific and technological information; the second suggested ways of strengthening the congressional support agencies to help Congress evaluate issues with scientific components as it makes decisions. The final report, published in 1994, recommends reforms in the procedures by which Congress addresses science and technology goals.

This grant enabled former member of Congress John Brademas, who served as chair of the committee, to consider the feasibility of implementing one of the committee's key recommendations: establishment of a nonprofit institute to promote the understanding of science and technology issues in Congress and to encourage better communication between Congress and the scientific and engineering communities on public policy issues. Brademas, now president emeritus of New York University, also assisted faculty and administration staff members in developing a program at the university that explores the role of science and technology in government policymaking.

Harvard University
John F. Kennedy School of Government, 79 John F. Kennedy Street, Cambridge, MA 02138

One-year grant of $60,000 toward a project on science and technology policy support for state legislatures

As the federal government shifts its priorities from the Cold War to strengthening domestic institutions and the economy, the states are assuming a growing role in science and technology policymaking. In addition to collaborating with the federal government to create a national information highway, the states are increasingly managing their own research and development and setting regulatory policy. These new responsibilities require an increased capacity to acquire and interpret scientific and technical information.

Harvard University's Science, Technology, and Public Policy Program is a component of the Center for Science and International Affairs and an academic program in the John F. Kennedy School of Government. It is engaged in a three-year assessment of the effectiveness of state legislatures in dealing with issues of scientific complexity. The project is under the direction of Lewis M. Branscomb, a research physicist and professor of public service at the Kennedy School. This grant is enabling the research team to conduct field studies to evaluate the need for scientific and technical advice in selected states and the adequacy of current resources, make recommendations, and hold a national conference from which one or more model legislative support structures will be designed.

An advisory committee of state officials guides the project, which has also received support from the Alfred P. Sloan Foundation and the National Science Foundation.

Carnegie Institution of Washington
1530 P Street, N.W., Washington, DC 20005-1910

Three-year grant of $92,500 toward research and writing by Frank Press on science, society, and government

A major theme of the concluding report of the Carnegie Commission on Science, Technology, and Government is the need for expert advisors to take responsibility for clarifying technical issues so that essential policy questions become accessible to the community at large. Frank Press, former director of the seismological laboratory of the California Institute of Technology and head of the department of geology and geophysics at the Massachusetts Institute of Technology, recently retired as president of the National Academy of Sciences and is now a senior fellow at the Carnegie Institution of Washington. He is researching and writing a book for the general public on the interrelationship of science, society, and public policy. Press is examining questions involving the environment, competitiveness, and science education as well as the future of research universities and national laboratories in the United States and the problem of setting priorities in science and technology.

The Corporation's support is joined by funds from the Andrew W. Mellon and Richard Lounsbery foundations.

Scientists' Institute for Public Information
355 Lexington Avenue, New York, NY 10017

Two-year grant of $200,000 toward a public information program on science and technology issues

In May 1994, severe cash flow problems led the Scientists' Institute for Public Information to discontinue its operations. Consequently, only half the payment of this grant was made, and the project for which the grant was approved was not pursued.

Human SERVE Campaign
622 West 113th Street, Suite 410, New York, NY 10025

Eighteen-month grant of $100,000 toward support

The National Voter Registration Act of 1993, intended to improve ease of voter registration, pertains to federal elections only. The act required state governments to adopt measures necessary to implement all its provisions by January 1, 1995. These include making voter registration an integral part of applying for driver's licenses and for major social services.

This grant renewing support enabled the Human SERVE Campaign to respond to requests from state election officials across the country who sought information on implementing this complex new law. The campaign, whose executive director is Richard A. Cloward, was founded in 1983 to promote the concept of "agency-based" voter registration and has become a nationally recognized clearinghouse of information on this issue. To assist states in data collection and the adoption of other mechanisms and procedures for implementing, and monitoring implementation of, the law, Human SERVE worked with ACORN (Association of Community Organizations for Reform Now), a consortium of community-based organizations involved in voter participation programs in thirty cities. States that already had "motor-voter" registration procedures in place were encouraged to share their experience with other states.

The organization also receives support from individuals and from the Aaron Diamond, Ford, Veatch, and John D. and Catherine T. MacArthur foundations and the New York Community Trust.

League of Women Voters Education Fund
1730 M Street, N.W., Washington, DC 20036

One-year grant of $75,000 toward a citizens' guide to the issues in the 1994 election campaign

At present, 65 to 70 million people—about 35 percent of those eligible to vote—are not registered. Although the National Voter Registration Act of 1993 could enable all citizens to become registered, the eligible public still needs to be motivated and educated to vote. Providing citizens with basic information about issues that affect them constitutes a first step. The League of Women Voters of the United States was founded in 1920 as an outgrowth of the struggle to win voting rights for women in this country. Its educational arm, the League of Women Voters Education Fund, aims to increase broad public understanding of major policy issues and encourage citizen participation in government. During 1994 the fund supplemented its traditional voter registration and get-out-the-vote campaigns with a citizens' guide to national issues. The guide contains information and potential policy choices on six topics —welfare, health care, campaign finance reform, crime, the federal budget, and international trade.

The league targeted its dissemination especially to young people, members of racial- and language-minority groups, and persons with disabilities. Civic organizations were encouraged to distribute the guide through their computer bulletin boards, on-line services, and other forms of electronic communications. Nancy DiGiulian oversaw the effort. The Corporation, which funded the project in its entirety, provided support for a similar guide to the 1992 elections.

Center for Policy Alternatives
1875 Connecticut Avenue, N.W., Suite 710, Washington, DC 20009

One-year grant of $100,000 toward its governance program

In the 1992 presidential election, voter turnout reached 56 percent, up from 50 percent in 1988. The challenge now is to sustain and channel the public's interest into constructive public participation in resolving the complex problems that confront the nation.

The governance program of the Center for Policy Alternatives, a nonpartisan public policy organization whose president and executive director is Linda Tarr-Whelan, develops state legislative strategies to eliminate barriers to voting. The program identifies and analyzes models of electoral reform, brings leaders in this field together to advance new ideas and policies, and provides a clearinghouse of information for state leaders and the media on the issues. Staff members seek to have election forms and notices prepared for the marginally literate and non-English speaking and improve the usefulness of information about candidates and their platforms, among other measures.

This grant renewing support permitted the staff to monitor implementation of the National Voter Registration Act of 1993 and to pursue other electoral reforms. The center also held meetings and educated state legislators about the benefits and pitfalls of electoral participation that could accrue from the use of innovative telecommunications technologies.

Additional funding comes from the Ford and Joyce foundations.

Center for National Independence in Politics
129 Northwest Fourth Street, Suite 204,
Corvallis, OR 97330

Eighteen-month grant of $150,000 toward information services for voters

In 1989 national leaders representing both major parties and a wide spectrum of political ideologies founded the Center for National Independence in Politics, a central computerized information source on candidates for federal political office. Through the center's Project Vote Smart, citizens may use an 800 number to obtain biographical information on the candidates and details on campaign financing and on incumbents' voting records and performance ratings. The project also distributes a voter's manual, available in English and Spanish, containing information about candidates in each state and practical suggestions for making the electoral system more responsive. A follow-up survey found that citizens who used the project's services during the 1992 campaign were more likely to vote in the election and to vote with confidence in the effectiveness of their participation.

The project has developed a special information service for journalists that helps them cover elections and analyze political commercials critically. The center received considerable press attention in 1992 and is exploring additional ways to use the media to increase public awareness of its services.

The center is associated with Oregon State University and led by former Arizona state senator Richard Kimball. Under this renewal grant, a second site is being opened at Northeastern University in Boston. Additional support comes from the Patrick Cudahy and John and Mary R. Markle foundations and the Ludwick Family Fund.

Center for Responsive Politics
1320 Nineteenth Street, N.W., Washington,
DC 20036

Two-year grant of $200,000 toward support

The Center for Responsive Politics, managed by executive director Ellen S. Miller, aims to expand the public's awareness of the role that money plays in U.S. electoral politics. The center analyzes the sources of campaign contributions, conducts and publishes post-election analyses, and responds to requests for information from journalists, activists, and educators. It also provides technical assistance to regional organizations, modeled on the center, that are monitoring state and local campaign financing. In 1992 the center merged with the National Library on Money & Politics, a research group that possesses a sophisticated database on the influence of private money in elections.

This grant, supplemented by funding from a wide range of foundations, is enabling the center to develop and refine statistical databases on personal financial disclosure, lobbyists, the financing of primary campaigns, and grassroots lobbying campaigns. The center is publishing a newsletter on issues relating to ethics and campaign finance. It is using emerging communication technologies, such as CD-ROM (compact disk for read-only memory) and an electronic bulletin board, to disseminate its findings. A book for general audiences on the private financing of the 1992 elections was released in 1994.

The center received three previous grants from the Corporation.

Lawyers' Committee for Civil Rights Under Law
1450 G Street, N.W., Suite 400, Washington, DC 20005

Three-year grant of $500,000 toward support of the Voting Rights Project

The Lawyers' Committee for Civil Rights Under Law, which was founded in 1963, pursues litigation, monitoring, education, and technical assistance to expand citizens' participation in the electoral process. The committee's Voting Rights Project, under the direction of Brenda Wright, monitors the civil rights enforcement activities of the U.S. Department of Justice, assists attorneys handling voting rights cases, and distributes to the public materials on the legal requirements for redistricting and for protecting minority voting rights.

In June 1993, in *Shaw v. Reno*, the U.S. Supreme Court ruled that white citizens have a constitutional right to challenge reapportionment schemes that segregate voters into voting districts based on race. Since then, lawsuits have been filed to overturn the 1992 election of African Americans and Latinos from congressional districts in several states, and lower federal courts have applied the opinion in ways that are starting to limit the expansion of voting rights. To respond to these challenges, the project is defending redistricting plans with majority-minority districts against claims of reverse discrimination and is establishing a computer bulletin board that gives up-to-date information on voting rights case law and related topics. It plans also to educate the public about and monitor full implementation of the National Voter Registration Act of 1993.

The project also receives support from the Ford and Rockefeller foundations.

Southern Regional Council
134 Peachtree Street, N.W., Suite 1900, Atlanta, GA 30303-1825

Two-year grant of $300,000 toward its voting rights project

The Southern Regional Council is a nonpartisan organization whose members—local, state, regional, and national leaders from the eleven southern states—bring together "southerners of good will to address important regional issues." The council has been assisting minority officials and community leaders in preparing for redistricting following the 1990 census. In addition to creating a database for state leaders and staff persons to use in drawing alternative plans for new districts, the council has developed software to share with local groups interested in preparing their own redistricting plans. With this grant renewing support, the project is coordinating with national voting rights litigation groups the legal and technical assistance necessary to defend these and other disputed districts. The project is also monitoring implementation of the National Voter Registration Act of 1993 and targeting areas of persistently low voter registration or turnout.

Selwyn Carter directs the project, which also receives support from the Ford, Scherman, Edna McConnell Clark, and New Land foundations and the Lilly Endowment.

National Public Radio
635 Massachusetts Avenue, N.W.,
Washington, DC 20001-3753

Five-month grant of $140,000 toward coverage of the 1994 congressional campaign and election

National Public Radio (NPR) has received Corporation support to cover political campaigns since 1984. In reporting on the 1992 presidential election, NPR introduced several outreach efforts aimed at motivating the public to become involved in the electoral process. These included soliciting voters' opinions through member stations and interviews in the field and offering the candidates free air time to discuss topics of their choice and respond to listeners' calls. NPR also worked with selected local stations to reach African American and Hispanic audiences.

In a project focusing on the 1994 congressional elections, efforts were intensified to cover the electoral process according to citizens' priorities. Under the direction of John Dinges, managing editor for NPR News, national reporting was integrated with the reporting and community activities of ninety local stations. Most of the stations sponsored community forums for voters to discuss issues with each other, and some joined with local institutions to poll citizens on issues they believed should be addressed by the candidates. With the help of the Poynter Institute for Media Studies, five stations carried out these activities in partnership with local newspapers. The project's methods, results, and relevant experiences are being shared with member stations.

The Corporation's grant supported the project through the 1994 election. This phase is serving as a model for a larger project, funded by the Pew Charitable Trusts, to cover the 1996 presidential election.

Center for Governmental Studies
10951 West Pico Boulevard, Second Floor,
Los Angeles, CA 90064

One-year grant of $100,000 toward a national resource center for state and local campaign finance reform and development of an interactive multimedia political communications project

The Center for Governmental Studies, codirected by Tracy Westen and Robert M. Stern, encourages innovative approaches to improving democratic government at the federal, state, and local levels. Since its founding in 1983, the center has stimulated the introduction or adoption of more than two dozen campaign finance reform laws and ballot initiatives, built the nation's first statewide public affairs television network, and educated the public and press on a range of governmental reform questions.

This grant supported two initiatives of the center. One created a prototype interactive multimedia disk to demonstrate the potential of the new communications media for improving political communication. The center is using the model to explain to policymakers the value of making this technology available by modem to community organizations on toll-free telephone lines. The format will eventually be tested on an experimental interactive multimedia delivery system.

In the second initiative, a national resource center was established to address state and local governments' need for a way to share their expertise and experience in introducing campaign finance reform. The resource center provides neutral, expert information and advice to government officials, nonprofit groups, and interested citizens as well as expert testimony in state and local proceedings.

NALEO Educational Fund
3409 Garnet Street, Los Angeles, CA 90023

Two-year grant of $300,000 toward a national U.S. citizenship project

In 1992 the number of Latinos who were not eligible to vote in the presidential election because they were not citizens exceeded the number registered to vote. Beyond preventing full participation in the United States political system, lack of citizenship restricts employment, educational opportunity, and some pension rights.

In 1985 the National Association of Latino Elected and Appointed Officials (NALEO) Educational Fund began developing a model workshop for Latino immigrants struggling with the financial, bureaucratic, and logistical obstacles to citizenship. It offers a one-stop service that helps immigrants navigate the complex naturalization process. Applicants who become citizens are then sent voter information from a local voter registration group. Originating in southern California, the project has expanded to New York, Chicago, and Houston and may open an office in Miami.

An earlier grant from the Corporation supported national expansion of the project. The current grant, supplemented by funding from other foundations, is enabling NALEO to launch a national campaign to encourage eligible Latino immigrants to seek U.S. citizenship. Public service announcements in English and Spanish will focus on the importance of their participation for the democratic process, explain the requirements of naturalization, and provide NALEO's toll-free information number. Karen Escalante coordinates the project.

Midwest–Northeast Voter Registration Education Project
431 South Dearborn Street, Suite 1201, Chicago, IL 60605-1152

Two-year grant of $200,000 toward a citizenship project

The Midwest–Northeast Voter Registration Education Project, founded in 1982 and led by Juan Andrade, Jr., has for the past twelve years registered more than a million voters in eighteen states. Building on this success, Midwest–Northeast is launching an interrelated set of programs to encourage informed civic participation, particularly in the Latino community. Chief of these is the provision of technical assistance to an estimated 125,000 Latinos in the Midwest who are eligible for citizenship. Members of local coalitions in fifteen cities are being trained to help these persons satisfy the requirements for U.S. citizenship and to furnish those who become naturalized citizens with voter registration and voter education materials. The project's Midwest and Northeast field directors, who are based in Chicago and New York, respectively, are coordinating the coalitions. The aim is to create within all fifteen cities the capacity to direct citizenship workshops beyond the duration of Midwest–Northeast's campaign. The coalitions will also provide assistance in monitoring implementation of the National Voter Registration Act of 1993.

The citizenship campaign is being promoted through English- and Spanish-language electronic and print media.

The Latino Institute
228 South Wabash, Suite 600, Chicago, IL 60604

Three-year grant of $225,000 toward the Latino Urban Policy Agenda Project

Although many studies have addressed the employment discrimination, substandard housing, low educational attainment, and other difficulties facing Latinos across the United States, there has been no analysis of Latinos at the neighborhood, city, state, or regional level. As a result, little is known about how conditions for Latinos vary by geographic location or country of origin.

This grant is enabling a consortium of four regional Latino centers to launch the Latino Urban Policy Agenda Project. The collaborating institutions—the Latino Institute, the Cuban American National Council, the Institute for Puerto Rican Policy, and the Tomás Rivera Center—have expertise in local policy analysis and are committed to local communities. The project is preparing demographic profiles of Chicago, Houston, Los Angeles, Miami, and New York, relying chiefly on the 1990 U.S. Census. The profiles are expected to constitute the most complete compilation of information on Latinos living in American cities.

The Latino Institute, whose executive director is Migdalia Rivera, coordinates the project, the results of which will be disseminated to national and local policymakers in a twelve-volume set of urban profiles and policy recommendations. A national conference in 1996 will allow consortium members to discuss the findings with policymakers, academics, and the English- and Spanish-language media.

The Ford Foundation is also supporting the project.

Southwest Voter Research Institute
403 East Commerce, Suite 260, San Antonio, TX 78205

One-year grant of $75,000 toward a citizenship project for Hispanic immigrants

Latino voter turnout reached a record high in the 1992 presidential election. However, the percentage of Latinos in the population who voted actually declined because of the increasing numbers of Latino residents with permanent status who have not become citizens.

The Southwest Voter Research Institute, whose executive director is sociologist Robert R. Brischetto, is a nonpartisan research organization that focuses on issues affecting Latinos in the southwestern United States. Under an earlier grant from the Corporation, the institute planned a citizenship project in five states with the greatest number of Latinos eligible for citizenship under the Immigration Reform and Control Act of 1986: California, Texas, Arizona, Colorado, and New Mexico. The current grant is enabling the institute to train community-based organizations in the citizenship process and to provide them, and other organizations that are operating similar citizenship initiatives, with 1990 U.S. Census data on Latinos who are not citizens. The institute is also using focus groups and telephone surveys to poll voters about their attitudes toward various initiatives involving immigration and citizenship, which range from structural changes at the U.S. Immigration and Naturalization Service to allowing noncitizens to vote in local elections.

The project also receives support from the Southwest Bell Foundation.

University of Southern California
Center for International Studies, Social Science Building, Room B-1, University Park, Los Angeles, CA 90089-0035

Three-year grant of $200,000 toward establishment of the Pacific Council on International Policy

Southwest Voter Research Institute
403 East Commerce, Suite 260, San Antonio, TX 78205

One-year grant of $75,000 toward public education about implementation of the North American Free Trade Agreement

The people of California, and of the western states in general, take a relatively minor interest in American foreign policy. Although programs on international affairs exist in the region, their focus and reach are limited, and there is practically no cross-fertilization among them or with other scattered efforts elsewhere in the country. California's substantial expertise is almost entirely unconnected to leadership beyond academia.

Under this grant, joined by support from the Ford, John D. and Catherine T. MacArthur, and James Irvine foundations, as well as corporations, international donors, and individuals, the University of Southern California is establishing the Pacific Council on International Policy, directed by Abraham F. Lowenthal. Through study groups and task forces, research briefings, retreats, internships and residency programs, and media outreach, the center will enable leaders from government and the private sector to explore international issues such as trade, industrial conversion, intellectual property, immigration, and relations with East Asia and Mexico. Briefings on international issues will be held for members of Congress and other state government leaders, focusing on what changes elsewhere mean for individual states, the region, and the nation.

Ratification of the North American Free Trade Agreement (NAFTA) by the U.S. Congress in 1993 followed public debate over the treaty's expected impact on jobs and on the environment and health along the U.S.-Mexico border. To ensure Latino participation in the debate, the Southwest Voter Research Institute in 1991 began a two-year campaign to identify and explain the treaty's anticipated benefits and costs. On the basis of seminars, fact-finding delegations, and surveys, the institute cosponsored four conferences aimed at building a consensus about NAFTA among 600 Latino leaders from the public, private, and nonprofit sectors. Among the recommendations that were later included in the treaty were formation of a $3 billion North American Development Bank (NADBank) to fund environmental and related infrastructural upgrading along the border, adoption of a program to assist dislocated U.S. workers, and the signing of two supplementary agreements to safeguard labor and environmental standards in North America.

This grant is enabling the institute, under the leadership of its president, Antonio González, to engage further in public education about NAFTA. Nine conferences for Latino leaders are being held in major U.S. cities and three border communities. The institute is also working with local organizations to assess compliance with NAFTA's side agreements, helping local communities generate proposals for NADBank funding, and distributing a quarterly newsletter.

National Commission on the State and Local Public Service
411 State Street, Albany, NY 12203

Nineteen-month grant of $100,000 toward dissemination of its reports and recommendations

The National Commission on the State and Local Public Service, created in 1991, has received Corporation support to examine governance, management operations, and other issues affecting the four million state employees and the nearly ten million people who work for local governments nationwide. The commission's secretariat is based in Albany, New York, at the Nelson A. Rockefeller College of Public Affairs and Policy, the public policy research arm of the State University of New York. Its twenty-seven members include former governors, mayors, and state and local agency heads; a former U.S. secretary of labor; and scholars, experts, and journalists.

At public hearings and meetings in Austin, Texas; Chicago, Illinois; Jackson, Mississippi; Philadelphia, Pennsylvania; Sacramento, California; and Tallahassee, Florida, commission members elicited information about the problems faced by state and local governments and the approaches that they have adopted in response. Their resulting report, *Hard Truths/Tough Choices: An Agenda for State and Local Reform*, released in 1993, urges states and localities to consider the possible need for constitutional amendments, new legislation, changes in rules and regulations, and restructuring of agencies and departments.

Commission members, under the direction of Frank J. Thompson, dean of the college, widely disseminated the report's recommendations under this renewal grant.

National Academy of Public Administration Foundation
1120 G Street, N.W., Suite 850, Washington, DC 20005-3801

Eighteen-month grant of $150,000 toward networking activities of the Alliance for Redesigning Government

Spurred in part by economic necessity, public leaders around the country—mayors and city managers, governors and agency directors, state and local legislators, federal program managers, and members of Congress—are discovering new ways to make government work better. All are focusing on results.

The National Academy of Public Administration is a nonprofit, nonpartisan organization chartered by Congress to improve governmental operations at all levels. In 1992 it created the Alliance for Redesigning Government to provide public reformers with information, referrals, and access to each other. Under this grant, the alliance, directed by Barbara Dyer, is developing and implementing electronic networking techniques. In addition to test-marketing telephone conferences and an electronic bulletin board, the alliance is publishing *The Public Innovator*. This bimonthly fax newsletter examines creative approaches to management, civic processes, and service delivery and publicizes support services offered by organizations working to redesign government.

Additional support for the alliance comes from the ARCO, Ford, Joyce, John D. and Catherine T. MacArthur, and Rockefeller foundations; Goldman, Sachs & Company; and NYNEX Corporation.

American Academy of Arts and Sciences
Norton's Woods, 136 Irving Street,
Cambridge, MA 02138-1996

Eighteen-month grant of $162,200 toward a project on social capital and public affairs

Robert D. Putnam, professor of international affairs at Harvard University and former dean of Harvard's John F. Kennedy School of Government, believes that social networks, norms, institutions, and trust are essential for achieving economic and social development. In his view, these manifestations of what he calls "social capital" need to be incorporated in the thinking of academics, civic leaders, and the public regarding the fundamental challenges facing the United States and the world today.

With this grant, Putnam and a group of social scientists are exploring the contributions of social organization to three areas: economic development, American urban and social issues, and democratic governance. Working groups on the three subjects are being established, each made up of experts specializing in such fields as labor markets, ethnic subcultures, community development, race relations, and gang behavior. Each group will prepare research reports, summarize their findings at a final conference, and publish one or more short volumes aimed at a wide audience. To encourage creation of a community of researchers and practitioners concerned with social capital, Putnam is developing an Internet-based electronic network and publishing a newsletter.

The project, which received planning grants from the Ford and Rockefeller foundations and the Corporation, is being carried out under the auspices of the American Academy of Arts and Sciences.

The Brookings Institution
1775 Massachusetts Avenue, N.W.,
Washington, DC 20036-2188

Eighteen-month grant of $425,000 toward research on conflict resolution in Africa

Since 1988 the Brookings Institution, with Corporation support, has been analyzing the numerous factors that underlie conflict in Africa and its successful resolution. Led by Sudanese scholar Francis M. Deng, a former diplomat and now the institution's senior fellow for Africa, an international team of scholars has been examining the sources of conflict, assessing conflicts in the light of recent changes in the international system, and exploring possible scenarios of change in the 1990s. They have conducted and published three regional case studies—on conflict resolution in southern Africa, in the Horn of Africa, and in West Africa—and a study of the political and cultural divisions between the people of northern and southern Sudan. The aim has been to recommend policies and institutional change that might result in increased political security and economic and human development for the continent.

This grant is enabling members of the team to prepare a final volume in the series, which will be a comprehensive appraisal of conflict resolution in Africa. The book will highlight institution building, regional approaches, governance, and conflicts over identity, drawing on the changes in conceptual thinking since the first volume was published.

Children's Television Workshop
International Television Group, One Lincoln Plaza, New York, NY 10023

Nine-month grant of $100,000 toward developing interethnic understanding among Israeli and Palestinian children through "Sesame Street"

The Corporation founded the Children's Television Workshop (CTW) and helped support the initial production of "Sesame Street," which made its television debut in 1969. Since then the program has been viewed in more than 130 countries. Numerous studies have analyzed the extent to which it prepares young children for school and affects their social and emotional development.

Since 1983 an Israeli coproduction of "Sesame Street," called "Rechov Sumsum," has been broadcast in that country and viewed by Jewish and Arab preschool children. A 1986 study of segments of the program that focused on social tolerance found that most Jewish children reacted positively to characters who spoke languages other than Hebrew. CTW and the Ministry of Education's Israel Educational Television are planning to coproduce and broadcast sixty-five new episodes dealing with Israeli-Palestinian understanding and respect. This use of "Sesame Street" is expected to enlarge understanding of how television programming can encourage tolerance among children in the Middle East and in other regions in conflict. A written record of the experiment will be disseminated to audiences in the United States.

David W. Jacobs is vice president for marketing and programs at CTW. The Corporation's grant, which supports the planning for and development of the new episodes, is joined by funding from the Charles H. Revson Foundation.

The Aspen Institute
Nonprofit Sector Research Fund, 1333 New Hampshire Avenue, N.W., Suite 1070, Washington, DC 20036

Two-year grant of $200,000 toward the Nonprofit Sector Research Fund

The Nonprofit Sector Research Fund, established in 1991 as a program of the Aspen Institute, offers an independent vehicle for foundations, corporations, nonprofit organizations, and individual donors to support basic and applied research on the nonprofit sector in the United States and other countries. The fund's grants program offers services to grantseekers and donors alike. It enables the former to apply to a central institution providing expert peer review of projects and the latter to support high-quality research without needing to develop staff capacity to solicit, evaluate, select, and monitor grant applications.

Among the research questions to which the fund gives priority are the role of the nonprofit sector in promoting democratic values and civic participation, the effectiveness of boards of directors, the adequacy of existing mechanisms of disclosure and public accountability, and the impact of various financing options on nonprofit organizations' missions and operations. Staff members of the fund, directed by Elizabeth T. Boris, plan to disseminate the results of their work to the nonprofit sector through a newsletter, workshops, and conferences.

The fund receives general support from the Ford, Charles Stewart Mott, and Northwest Area foundations and the Rockefeller Brothers Fund.

Council on Foundations
1828 L Street, N.W., Washington, DC 20036-5168

Three-year grant of $133,800 toward membership support in 1993, 1994, and 1995

The Council on Foundations, which was established in 1949 as the National Committee on Foundations and Trusts for Community Welfare, works with its more than 1,300 members—independent, community, operating, and public foundations and corporate and trust company grantmakers—to promote responsible philanthropy and enhance its relationship to the wider society. The council, headed by James A. Joseph, monitors legislative and regulatory issues that may affect foundations and the charitable sector, informs the general public of the benefits to society of corporate and private giving, provides information about community foundations to professional advisors to donors, and encourages the growth and effectiveness of philanthropy in other countries. The council produces a magazine and a newsletter and recently published a practical guide to legal and technical issues in international grant making. In 1993 the council laid the groundwork for a new initiative to address the needs of the family philanthropy movement in the next century.

The Corporation's grant is furnishing membership support over a three-year period.

Other

Judge David L. Bazelon Center for Mental Health Law
1101 Fifteenth Street, N.W., Suite 1212, Washington, DC 20005-5002

Two-year grant of $300,000 toward general support and toward its project to promote family-centered care for emotionally disturbed children

Founded in 1972, the Judge David L. Bazelon Center for Mental Health Law, formerly the Mental Health Law Project, was the first organization in the United States to work toward recognition and enforcement of the civil rights of the mentally disabled, especially those who are institutionalized. During its first decade, the center's primary goal was to secure judicial and legislative recognition of a mentally disabled person's rights to due process of law, to protection from harm, and to treatment, assistance in functioning in society, and education. It subsequently began addressing the needs of the homeless and the young. It also began engaging in policy analysis, public education, and coalition building to encourage the integration of people with mental disabilities into the mainstream community.

This grant is enabling the center, under the direction of Leonard S. Rubenstein, to educate the public about the mentally ill and to advocate for improvements in community and family-based services for the mentally ill. In cooperation with a coalition of mental health, children's, and welfare advocacy organizations, center staff members analyzed services for the mentally disabled that had been proposed by the Clinton administration in its health care reform plan and reported on the effectiveness of current Medicaid provisions in a sample of states.

Economic Policy Institute
1730 Rhode Island Avenue, N.W., Suite 200,
Washington, DC 20036

One-year grant of $100,000 toward a study of educational achievement and attainment of black workforce entrants

According to recent data on test scores, high school completion rates, college attendance, and teacher-to-pupil ratios, African Americans are entering the workforce better educated than they ever have been, measured by both the quantity and the quality of their instruction. Yet they continue to lag behind whites in levels of employment and income, and the gap between the races is increasing.

This grant is enabling the Economic Policy Institute to explore in depth and publicize the wide disparity that still exists between the educational attainment of African Americans and their incomes. Under an earlier Corporation grant, the institute purchased and analyzed data on trends in the quality of education received by blacks and whites. Its research director, Lawrence Mishel, is now using this information as well as data on income to answer such questions as the geographical distribution of and reasons for African Americans' educational gains and to better understand the growing racial inequality in the labor market. Findings will be published in a report and a working paper, both of which are expected to be of interest to policymakers, business and labor leaders, and journalists.

The institute anticipates using the data and analyses to expand its continuing work on African Americans' educational achievement, economic progress, and wage inequality.

Commission on Preservation and Access
1400 Sixteenth Street, N.W., Suite 740,
Washington, DC 20036-2217

Nineteen-month grant of $180,000 toward a study of the implications of technological developments for higher education and scholarly communication

The rapid development of communications technologies, such as electronic mail and bibliographic networks, is already having a profound effect on all of society but especially on higher education and libraries.

The Commission on Preservation and Access is a private, nonprofit organization that encourages collaborative efforts by libraries, archives, and universities to preserve knowledge. This grant is enabling the commission, in collaboration with the University of Michigan School of Information and Library Studies, to examine the ways that higher education and libraries will need to respond to technological change over the next fifteen years. Technology specialists, educational administrators, cognitive psychologists, and librarians will work in three groups under the direction of Daniel E. Atkins, dean of the school and professor of electrical engineering and computer service. The first group will identify the academic and research environments, scholarly communication networks, and organizational infrastructure that will be demanded by the national and global society for the year 2010. The second group will identify the aspects of this vision that can be achieved by then, while the third will focus on the changes in concepts, culture, and organization that will be needed for full realization. Each group will produce papers aimed at stimulating discussion and debate.

Yale University
United Nations Studies, P.O. Box 3532, Yale Station, New Haven, CT 06520-3532

One-year grant of $90,000 toward planning a program of United Nations studies

Yale University's United Nations Studies program, directed by Bruce M. Russet, a professor of international relations and political science, was established in January 1993. The program draws together faculty members and students from international relations, law, public health, environmental studies, ethics, politics, and economics to address a range of issues under the rubric of "human security."

In light of declining financial resources and concepts that applied to an earlier era of global relations, and as the fiftieth anniversary of the United Nations approaches, professors and students in the program are examining how that body can respond to current threats to international security such as ethnic conflicts, civil war, human rights violations, poverty, and environmental damage. This grant supports research, seminars, and working sessions aimed at identifying ways to make the program a leading center of U.N. studies with links to scholars and institutions worldwide. Team members will initially prepare a plan to develop an international council as a forum for identifying, exchanging, and criticizing ideas about the U.N. Next they will analyze the new dimensions of human and international security that go beyond peacekeeping. Finally, with support also from the Goldman Foundation, they will address options for restructuring the U.N. Security Council.

ACCESS: Networking in the Public Interest, New York, NY
Toward distribution of a guide to opportunities for public service, $25,000

American Association for the Advancement of Science, Washington, DC
Toward the establishment of a center to provide science and technology information to members of Congress, $25,000

Asian American Legal Defense and Education Fund, New York, NY
Toward its citizenship outreach project, $25,000

Asian Law Caucus, San Francisco, CA
Toward its naturalization and civic participation project, $25,000

Asian Pacific American Legal Center of Southern California, Los Angeles, CA
Toward its citizenship outreach project, $25,000

Battelle Memorial Institute, Columbus, OH
For planning an institute on science, technology, and the states, $25,000

Business Executives for National Security, Washington, DC
Toward public education on defense reorganization, $25,000

Committee for the Study of the American Electorate, Washington, DC
Toward a public opinion poll on campaign finance reforms, $25,000

Educational Broadcasting Corporation, New York, NY
As a final grant toward the continuing production of "The Open Mind" in 1994, $25,000

Independent Sector, Washington, DC
Toward a research symposium on the nonprofit and philanthropic sector, $2,500

Keystone Center, Keystone, CO
Toward planning a national policy dialogue on risk assessment, $25,000

Latino Issues Forum, San Francisco, CA
Toward public education to encourage naturalization among legal immigrants, $25,000

Leadership Education for Asian Pacifics, Los Angeles, CA
Toward research on U.S. immigration policy and its impact on Asian Pacifics, $25,000

Massachusetts Institute of Technology, Cambridge, MA
Toward a conference on African American women in academia, $25,000

National Charities Information Bureau, New York, NY
Toward support, $22,500

National Endowment for Democracy, Washington, DC
Toward a conference on economic reform and democracy, $25,000

New Mexico First, Albuquerque, NM
Toward planning a regional public dialogue on U.S.-Mexican border issues, $25,000

New York Academy of Medicine, New York, NY
Toward a project to strengthen biomedical research and development in New York City, $10,000

The New York Community Trust, New York, NY
Toward the naturalization project of the Fund for New Citizens, $25,000

The Northern Ireland Inter-Group Relations Project, South Natick, MA
Toward planning a conflict resolution program in Northern Ireland, $25,000

Public Counsel, Los Angeles, CA
Toward publication and dissemination of a public policy report on disaster response and recovery, $20,000

Puerto Rican Legal Defense and Education Fund, New York, NY
Toward institutional strengthening in public education and media advocacy, $25,000

Resources for the Future, Washington, DC
Toward developing comparative risk assessment guidelines for federal health and safety agencies, $25,000

Save Our Security Education Fund, Washington, DC
Toward a biography of Robert M. Ball by John H. Trout, $25,000

[redacted]

Hedrick Smith Productions, Chevy Chase, MD
Toward research and development of a sequel to a public television series on the global economic role of the United States, $25,000

Southern Regional Council, Atlanta, GA
For developing a manual of accounting policy and financial management procedures, $7,000

United Nations Research Institute for Social Development, Geneva, Switzerland
Toward planning a project on the social rebuilding of war-torn societies, $25,000

Western States Center, Portland, OR
Toward a study of the influence of private financing of elections on decisions of state government, $25,000

World Priorities, Washington, DC
Toward research and preparation of *Women . . . A World Survey,* $25,000

Publications and Nonprint Materials

The Corporation has pursued an active program of funding studies and other projects that have resulted in documents for public dissemination. Many of the published outcomes have been broadly influential, such as Gunnar Myrdal's landmark study of race relations, *An American Dilemma,* and Charles E. Silberman's *Crisis in the Classroom.* Most recently the recommendations of *Soviet Nuclear Fission,* a report by a Harvard University study group, and *Turning Points,* a report of the Carnegie Council on Adolescent Development, have led to new policy approaches.

Audio, visual, and computer-based materials have joined the growing list of published works —reflecting ever more widely Andrew Carnegie's precept that "only in popular education can man erect the structure of an enduring civilization."

The following selections of publications and nonprint materials were received in 1993–94. They are listed by program area.

Children and Youth

Addiction: From Biology to Drug Policy, by Avram Goldstein (New York, NY: W. H. Freeman)

"Am I My Brother's Keeper?...The Pivotal Role of Bystanders," *The Open Mind,* interview with Ervin Staub, VHS videotape

Declining Economic Status of Black Children: Examining the Change, by Cynthia Rexroat (Washington, DC: Joint Center for Political and Economic Studies)

"Essential Connections: Ten Keys to Culturally Sensitive Child Care," VHS videotape in Spanish and pamphlet in English (Sausalito, CA: Far West Laboratory)

"The Fifty Million Dollar Gamble," VHS videotape (New York, NY: The Merrow Report)

Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families, by Joy G. Dryfoos (San Francisco, CA: Jossey-Bass Publishers)

"In The Mix," VHS videotapes (New York, NY: WNYC Communications Group):

"In the Mix: Best of Season II Reel"
"In the Mix: Teens Talk...Jobs"
"In the Mix: Teens Talk Risk & Reality"
"In the Mix: Teens Talk...Violence"

Project 2061, American Association for the Advancement of Science (New York, NY: Oxford University Press):

Benchmarks for Science Literacy
Science for All Americans

"The Secret of Life," PBS television series:

The Secret of Life: Redesigning the Living World, companion volume, by Joseph Levine and David Suzuki (Boston, MA: WGBH Educational Foundation)

The Secret of Life: Faculty Guide, by Joan Jolly and Michele Barg (New York, NY: McGraw-Hill)

The Secret of Life: Study Guide, by Joan

Jolly and Michele Barg (New York, NY: McGraw-Hill)

Sex and America's Teenagers (New York, NY: Alan Guttmacher Institute)

Significant Benefits: The High/Scope Perry Preschool Study through Age 27, by Lawrence J. Schweinhart, Helen V. Barnes, and David P. Weikart (Ypsilanti, MI: High/Scope Press)

Social Policy and the Under-3s: Six Country Case Studies, by Alfred J. Kahn and Sheila B. Kamerman (New York, NY: Columbia University School of Social Work)

Starting Points: Meeting the Needs of Our Youngest Children, report of the Carnegie Task Force on Meeting the Needs of Young Children (New York, NY: Carnegie Corporation of New York)

"Success for All: Awareness Video," VHS videotape (Baltimore, MD: Johns Hopkins University)

A Welcome for Every Child: Care, Education, and Family Support for Infants and Toddlers in Europe, by Sheila B. Kamerman and Alfred J. Kahn (Arlington, VA: National Center for Clinical Infant Programs)

Cooperative Security

Behavior, Culture, and Conflict in World Politics, edited by William Zimmerman and Harold K. Jacobson (Ann Arbor, MI: University of Michigan Press)

Beyond the Beltway: Engaging the Public in U.S. Foreign Policy, papers from the proceedings of the American Assembly conference, edited by Daniel Yankelovich and I. M. Destler (New York, NY: W. W. Norton)

British, French, and Chinese Nuclear Weapons, Nuclear Weapons Databook, vol. 5, by Robert S. Norris, Andrew S. Burrows, and Richard W. Fieldhouse (Boulder, CO: Westview Press)

CSIA Studies in International Security:

Russian Security after the Cold War, no. 3, edited by Teresa Pelton Johnson and Steven E. Miller (Washington, DC: Brassey)

Damage Limitation or Crisis? Russia and the Outside World, no. 5, edited by Robert D. Blackwill and Sergei A. Karaganov (Washington, DC: Brassey)

Defense Positioning and Geometry: Rules for a World with Low Force Levels, by Raj Gupta (Washington, DC: Brookings Institution)

The Diffusion of Advanced Weaponry: Technologies, Regional Implications, and Responses, edited by W. Thomas Wander, Eric H. Arnett, and Paul Bracken (Washington, DC: American Association for the Advancement of Science)

Forever Enemies? American Policy & the Islamic Republic of Iran, by Geoffrey Kemp (Washington, DC: Carnegie Endowment for International Peace)

Global Engagement: Cooperation and Security in the 21st Century, edited by Janne E. Nolan (Washington, DC: Brookings Institution)

The Great Transition: American-Soviet Relations and the End of the Cold War, by Raymond L. Garthoff (Washington, DC: Brookings Institution)

Iran's National Security Policy: Intentions, Capabilities & Impact, by Shahram Chubin (Washington, DC: Carnegie Endowment for International Peace)

The Limits of Coercive Diplomacy, second edition, edited by Alexander L. George and William E. Simons (Boulder, CO: Westview Press)

The Limits of Safety: Organizations, Accidents, and Nuclear Weapons, Princeton Studies in International History and Politics, by Scott D. Sagan (Princeton, NJ: Princeton University Press)

Minorities: The New Europe's Old Issue, edited by Ian M. Cuthbertson and Jane Leibowitz (New York, NY: Institute for EastWest Studies)

New Nuclear Nations: Consequences for U.S. Policy, edited by Robert D. Blackwill and Albert Carnesale (New York, NY: Council on Foreign Relations Press)

Nuclear Nonproliferation: A Primer, by Gary T. Gardner (Boulder, CO: Lynne Rienner Publishers)

Privatization, Conversion, and Enterprise Reform in Russia: Selected Conference Papers, edited by Michael McFaul and Tova Perlmutter (Stanford, CA: Center for International Security and Arms Control, Stanford University)

Reducing Nuclear Danger: The Road Away from the Brink, by McGeorge Bundy, William J. Crowe, Jr., and Sidney D. Drell (New York, NY: Council on Foreign Relations Press)

Shadows and Substance: The Chemical Weapons Convention, Ridgway Series in International Security Studies, edited by Benoit Morel and Kyle Olson (Boulder, CO: Westview Press)

"The UN: Peacekeeping or Warmaking?" VHS videotapes (Washington, DC: America's Defense Monitor)

Uncertain Partners: Stalin, Mao, and the Korean War, by Sergei N. Goncharov, John W. Lewis, and Litai Xue (Stanford, CA: Stanford University Press)

Developing Countries

African Health and the Economic Recession of the 1990's, proceedings of the First Social Science and Medicine Africa Network International Conference (August 10–13, 1992, Nairobi, Kenya), edited by Anne M. Pertet (Nairobi, Kenya: Social Science and Medicine Africa Network)

Global Learning for Health, edited by Russell E. Morgan, Jr., and Bill Rau (Washington, DC: National Council for International Health)

People and the Environment: Preserving the Balance, proceedings of the 15th Commonwealth Universities Congress, 1993, Swansea (London, UK: Association of Commonwealth Universities)

"Road to Maternal Death," VHS videotape (Lagos, Nigeria: Nigeria National Safe Motherhood Movement)

Southern African Peacekeeping and Peacemaking Project (New York, NY: Institute of International

Education):

Towards Sustainable Peace and Stability in Southern Africa, vol. 1, papers from a conference (June 30–July 2, 1993: Harare, Zimbabwe), edited by Joseph Nanven Garba

Restructuring the Security Forces for a New South Africa, vol. 2, papers from a conference (January 26–28, 1994: Harare, Zimbabwe), edited by Joseph Nanven Garba

With Our Own Hands: Women Write about Development and Health, edited by Barbara Klugman (Johannesburg, South Africa: University of the Witwatersrand)

Special Projects

"Challenge to America," with Hedrick Smith, programs 1–5, VHS videotapes; and 3-ring binder with teacher's guide, outreach manual, and poster and press kit (Washington, DC: WETA)

Congress, the Press, and the Public, edited by Thomas E. Mann and Norman J. Ornstein (Washington, DC: American Enterprise Institute for Public Policy Research)

"Exercise Your Right," VHS videotape (Corvallis, OR: Project Vote Smart)

The Fragile Contract: University Science and the Federal Government, edited by David H. Guston and Kenneth Keniston (Cambridge, MA: MIT Press)

Human Rights in Africa: Cross-Cultural Perspectives, edited by Abdullahi Ahmed An-Na'im and Francis M. Deng (Washington, DC: Brookings Institution)

Making Medicaid Work: To Fund Intensive Community Services for Children with Serious Emotional Disturbance, by Chris Koyanagi and Julie R. Brodie (Washington, DC: Judge David L. Bazelon Center for Mental Health Law)

The New Is Not Yet Born: Conflict Resolution in Southern Africa, by Thomas Ohlson, Stephen John Stedman, and Robert Davies (Washington, DC: Brookings Institution)

Open Secrets: The Encyclopedia of Congressional Money & Politics, third edition: 1992 elections, by Larry Makinson and Joshua Goldstein (Washington, DC: Congressional Quarterly)

Protecting the Dispossessed: A Challenge for the International Community, by Francis M. Deng (Washington, DC: Brookings Institution)

Reconsidering the Democratic Public, edited by George E. Marcus and Russell L. Hanson (University Park, PA: Pennsylvania State University Press)

Revitalizing State and Local Public Service: Strengthening Performance, Accountability, and Citizen Confidence, edited by Frank J. Thompson (San Francisco, CA: Jossey-Bass)

Science, Technology, and Congress: Organizational and Procedural Reforms, a report of the Carnegie Commission on Science, Technology, and Government (New York, NY: Carnegie Commission on Science, Technology, and Government)

[redacted]

Sectoral Labor Effects of North American Free Trade/TLC: Los Impactos Laborales en Sectores Clave de las Economías, in English and Spanish, edited by Rafael Fernández de Castro, Mónica Verea Campos, and Sidney Weintraub (Austin, TX: Lyndon B. Johnson School of Public Affairs, University of Texas)

The State of Asian Pacific America: Economic Diversity, Issues & Policies, edited by Paul Ong (Los Angeles, CA: Leadership Education for Asian Pacifics)

"The Washington Money Go-Round," VHS videotape (New York, NY: The Press and the Public Project)

Working with Congress: A Practical Guide for Scientists and Engineers, by William G. Wells, Jr. (Washington, DC: AAAS Press)

Report of the Secretary

Corporation Update

In the year just ended, the Corporation launched new operating programs, held a national meeting to release the concluding report of a major study, expanded its staff in New York City and Washington, D.C., and inaugurated new electronic modes of dissemination. In all its activities, the Corporation depends on the continuing contributions of many individuals to responsible governance, effective program development, and efficient operations. The following summary is not intended to be comprehensive but to highlight some of the more notable events and transitions of the past year.

Projects Administered by the Corporation

Two multiyear, professionally staffed projects were launched in 1994. In January the trustees approved the formation of a Carnegie Task Force on Learning in the Primary Grades. The task force will study the education of children from the ages of three through ten. It will review the scientific evidence on the healthy development of children in this age span, examine the many programs and schools throughout the country that have a proven record of success with children, and make recommendations for ways to extend successful practices to all young school children. The task force will report its findings, conclusions, and recommendations in a report to be published in the fall of 1996. Corporation trustees Shirley M. Malcom and James D. Watkins cochair the twenty-three-member task force, comprising prominent leaders in education, business, government, human services, and the media.

In June the first meeting of the Carnegie Commission on Preventing Deadly Conflict was held. Cochairs of the commission are the Corporation's president, David A. Hamburg, and Cyrus R. Vance, U.S. secretary of state from 1977 to 1980, during the Carter administration, and now partner in the law firm of Simpson Thacher & Bartlett. Fourteen other commissioners are eminent international leaders and scholars with long experience in conflict prevention and conflict resolution. The commission will meet four times a year over the next three years. It will endeavor to develop practical and feasible ways that nations might cooperate in preventing highly violent conflict or, in the event that primary prevention fails, intervene to resolve conflict in the earliest stages. The commission is supported by a small staff in the

Corporation's Washington office.

At a meeting in Washington, D.C., April 12–14, 1994, the Carnegie Task Force on Meeting the Needs of Young Children concluded its formal work with the release of *Starting Points: Meeting the Needs of Our Youngest Children*. Finding that there are "no clearly defined institutions such as schools that serve children under age three and that services and supports are not designed in an integrated fashion," the task force recommended a comprehensive strategy to "move the nation toward the goal of giving all children the early experiences they need to reach their full potential." First Lady Hillary Rodham Clinton and U.S. Attorney General Janet Reno were the keynote speakers at the conference, which was attended by federal, state, and local policymakers, scholars, educators, service providers, business executives, and representatives of the media. Policy initiatives stimulated by the report's recommendations include a campaign for children spearheaded by the chairman of the National Governors' Association, Governor Howard Dean of Vermont; the development of a federally supported Early Head Start program, aimed at serving families with very young children; and new grant-making programs by a number of private foundations. Task force cochairs Eleanor E. Maccoby and Julius B. Richmond and director of studies Kathryn Taaffe Young continued outreach through interviews, lectures, and presentations to a variety of audiences throughout the year.

The oldest operating program of the Corporation, the Carnegie Council on Adolescent Development, was established in 1986. Its small staff works at the Corporation's Washington office. The council will issue its final report in the fall of 1995.

The Carnegie Commission on Science, Technology, and Government concluded its work in June 1993. It retains a small staff at the Corporation's New York office and continues to disseminate the publications produced during its five-year span of work.

Further information about all of the Corporation's projects is given in The Year in Review.

Trustee Changes

At the January 1994 meeting of the Corporation's board of trustees, Mary Patterson McPherson and Laurence A. Tisch, trustees since December 1985, retired from the board. Mr. Tisch, the president, chairman, and chief executive officer of CBS Inc., had also served on the board's finance and administration committee from 1986 through the end of his term. Dr. McPherson, president of Bryn Mawr College, served on the agenda committee from 1992 to 1994.

Three new trustees began four-year terms at the conclusion of the January meeting. They are Vincent A. Mai, Condoleezza Rice, and Wilma S. Tisch.

Mr. Mai is president and chief executive officer of AEA Investors Inc. From 1974 to 1989 he served as managing director of Lehman Brothers Kuhn Loeb Inc. He was born in South Africa and graduated from the University of Cape Town. He is national fund-raising chairman of the South Africa Free Elections Fund. He serves on the board of the University of Cape Town Foundation and the Federal National Mortgage Association (Fannie Mae), among other organizations.

Dr. Rice was appointed provost of Stanford University, where she is also a professor of political science, in 1993. From 1989 to 1991 she served as special assistant to President Bush for national security affairs. At the same time, she held the appointment of senior director for Soviet affairs for the National Security Council. Before that she was special assistant to the director of the Joint Chiefs of Staff. She holds bachelor's and doctoral degrees from the University of Denver

and a master's from the University of Notre Dame. She is on the board of the RAND Corporation and is a founding board member of the Center for a New Generation, an educational support fund for schools in East Palo Alto and East Menlo Park, California.

Mrs. Tisch is a member of the board of several philanthropic and educational organizations. From 1988 to 1993 she was chairman of the WNYC Foundation, where she continues to serve as a trustee. She has been a trustee since 1971 of the Federation of Jewish Philanthropies of New York and its successor organization, the UJA–Federation. She is a member of the executive committee of the United Way of New York City and a trustee and member of the council of the Hunter College School of Social Work. She is a member of the Carnegie Council on Adolescent Development and cochaired, with James P. Comer, the council's Task Force on Youth Development and Community Programs, which produced the 1992 report, *A Matter of Time: Risk and Opportunity in the Nonschool Hours*. She is a graduate of Skidmore College.

Also at the January 1994 meeting, Newton N. Minow was reelected chairman of the board, and Eugene H. Cota-Robles was reelected vice chairman. Dr. Comer was reelected to a second four-year term as trustee expiring in January 1998.

Members of the finance and administration committee are elected annually at the January meeting. James A. Johnson was reelected chairman of the committee, and Mr. Mai was elected to the committee to succeed Mr. Tisch. Other members of the committee are Richard I. Beattie, Helene L. Kaplan, David A. Hamburg, and Mr. Minow. Dr. Hamburg and Mr. Minow serve *ex officio*.

The nominating committee consists of four trustees, who are elected to four-year terms, and the president of the Corporation, who serves *ex officio*. In 1993–94, Henry Muller continued as chairman, joined by Dr. Comer, Dr. Cota-Robles, Dr. Hamburg, and Teresa Heinz.

The agenda committee, an ad hoc committee of the board since 1981, consists of the chairman and president and three other trustees appointed by the chairman for three-year terms. At the January 1994 meeting, Mr. Celeste was named to the committee to take Dr. McPherson's place; Thomas H. Kean and Shirley M. Malcom also serve on the committee.

Stated meetings of the board of trustees were held on October 14, 1993, and on January 13, April 14, and June 9, 1994. Current membership on the board and its committees is listed on pp. 158–159.

Senior Staff Appointments and Departures

Antony Ward joined the Corporation staff in February 1994 as executive director of the Carnegie Task Force on Learning in the Primary Grades. He has extensive prior experience in the field of child care and early childhood education. In 1978 he founded Child Care, Inc., New York City's largest child care resource and referral agency, where he was executive director until joining the Corporation. In 1991 he was concurrently executive director of the New York City Temporary Commission on Early Childhood and Child Care Programs. He holds a doctorate in anthropology from the New School for Social Research.

The executive director of the Carnegie Commission on Preventing Deadly Conflict is Jane E. Holl. Before joining the Corporation in May 1994, she was on the staff of the National Security Council in the Bush and Clinton administrations, serving as director for European political and security affairs. After sixteen years' service in the U.S. Army, she recently retired with the rank of major. She holds a bachelor's degree from Montclair State College, a master's degree in systems management from the University of

Southern California, and master's and doctoral degrees in political science from Stanford University.

In January 1994, O. Akin Adubifa joined the Corporation as a program officer in the Strengthening Human Resources in Developing Countries program. He served as an advisor and consultant to the Corporation on a number of occasions between 1988 and 1993 and has been instrumental in establishing the Corporation's work in science and technology information systems in developing countries. Until recently, he was the coordinator of the West Africa Technology Policy Studies Network, a Corporation grantee. From 1973 to 1986, he held positions of increasing responsibility at the Nigerian Institute of Social and Economic Research, including director-general during 1985–86. He has also been a consultant to the United Nations Development Programme and the National Academy of Sciences' Board on Science and Technology for International Development. He holds bachelor's, master's, and doctoral degrees in chemical engineering from the University of California, Berkeley, the University of Pennsylvania, and New York University and is the author of several monographs, books, and research publications in science and science policy.

In July 1994, Astrid S. Tuminez was appointed program officer in the Cooperative Security program. She joined the staff in September 1992 as a part-time research associate providing assistance to the president of the Corporation on program and policy questions related to conflict resolution. She holds a master's degree in regional studies from Harvard University, specializing in the Soviet Union and Eastern Europe, and is a doctoral candidate in political science at the Massachusetts Institute of Technology.

The end of 1994 marked the retirement from the Corporation of Elena O. Nightingale, special advisor to the president and senior program officer. Dr. Nightingale joined the Corporation in July 1983 from the Institute of Medicine, National Academy of Sciences, where she had held a number of senior positions over seven years. A medical doctor and a Ph.D. in microbial genetics, she had also held faculty positions at Harvard Medical School, Georgetown University School of Medicine, Johns Hopkins University, and Cornell University. At the Corporation, she was responsible for the Corporation's grant making in health promotion and the prevention of childhood injury, including the prevention of violence and substance abuse, within the Education and Healthy Development of Children and Youth program; and for grants to improve health — particularly that of women and children — in the United States-Mexico border region and in the Caribbean, under the auspices of the Strengthening Human Resources in Developing Countries program. She has also been senior advisor to the Carnegie Council on Adolescent Development and coeditor of the council's publication, *Promoting the Health of Adolescents: New Directions for the Twenty-First Century*. She recently served on the staff steering committee for the Carnegie Task Force on Meeting the Needs of Young Children.

Finally, several program and staff changes that occurred after September 30 are reported here, since they affect the presentation of information elsewhere in this report. At the October 1994 board meeting, the trustees approved a change in the name of the Cooperative Security program to Preventing Deadly Conflict. David C. Speedie III, acting chair of the program since October 1993, was named chair. Jane Wales, who headed the program until September 1993, remains on leave to continue her appointment as associate director for international affairs and national security in the Office of Science and Technology Policy in the Clinton administration.

Frederic A. Mosher, formerly director of the project on philanthropic strategies, has been named senior policy analyst, working with staff members of the Education and Healthy Development of Children and Youth program and the Carnegie Task Force on Learning in the Primary Grades.

Vivien Stewart has been named senior advisor to the president in addition to serving as chair of the Education and Healthy Development of Children and Youth program.

A complete list of Corporation staff members begins on p. 160.

Corporation Publications

The Corporation undertakes a variety of efforts to make the results of its grants and administered programs available to the public. Established in 1956, the *Carnegie Quarterly* examines particular areas of grant-making activity or Corporation-sponsored programs, often addressing issues of national and international importance. *Quarterlies* during the past year focused on preventing violence toward and among children and youth, on meeting the needs of children under age three (a summary of the findings published in *Starting Points*), and on cooperative engagement and international security in the post-Cold War age.

In 1994 the Corporation began publishing descriptions of its grants and appropriations—similar in form and content to those presented in this annual report—following each meeting of the board of trustees. Heretofore, the *Carnegie Newsline* had included only brief information about the grantee, purpose, amount, and duration of each grant. This new publication, an expanded *Newsline,* provides more detailed contact information and contains an index. Subscriptions are available at no charge by contacting the Corporation's publications office.

In addition, the Corporation publishes meeting reports and occasional papers. *Strategies to Reduce Urban Poverty: Integrating Human Development and Economic Opportunity*, by Susan V. Smith, synthesizes the proceedings of a conference convened by the Corporation in November 1993 in Washington, D.C., which brought together independent experts and policymakers. The occasional paper *American Renewal*, by John W. Gardner, is based on a speech delivered at the annual dinner of the Corporation's board of trustees on January 13, 1994. Mr. Gardner holds the Miriam and Peter Haas Centennial Professorship in Public Service at Stanford University and was president of Carnegie Corporation from 1955 to 1967.

The section, Publications and Nonprint Materials, which appears on pp. 129–133, lists selected publications that resulted from Corporation grants and appropriations.

In April the Corporation launched an informational node on the Internet, the network linking computers and computer users worldwide. General information about the Corporation as well as certain of its publications—including all publications of the Carnegie Commission on Science, Technology, and Government—may be retrieved by Internet users from the Corporation's document menu (or "gopher").

Dorothy Wills Knapp

Secretary

Report of the Treasurer

Financial Highlights

With grants of $53.2 million awarded during the fiscal year ended September 30, 1994, the Corporation reached an important milestone. The total amount of money awarded since its inception in 1913 now exceeds one billion dollars.

The financial statements for Carnegie Corporation of New York for the fiscal years ended September 30, 1994, and 1993, appear on pp. 150 through 154. The following comments and data supplement that information.

On September 30, 1994, the market value of the Corporation's investments was $1,113.8 million compared with $1,161.5 million on September 30, 1993. Since September 30, 1984, the assets, after all spending, have increased by $609.9 million, or 121 percent, compared to an increase of 44 percent in the consumer price index.

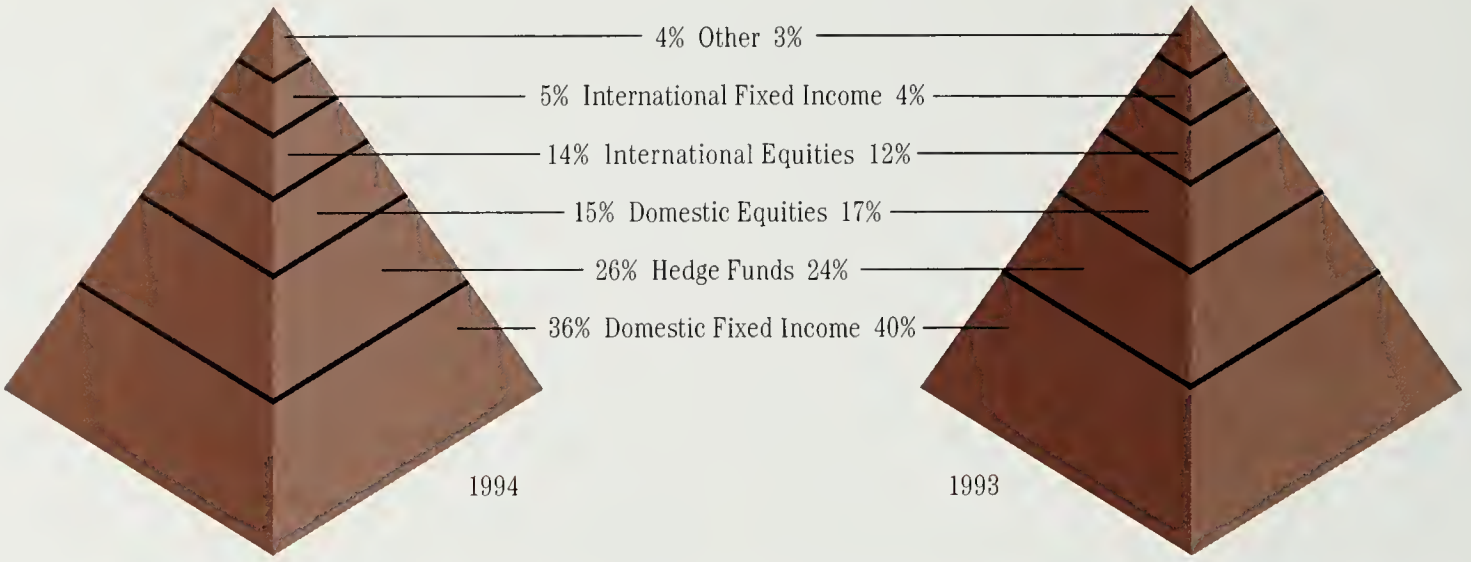
Investments

The chart at the top of p.146 is an illustration of investments by asset class at September 30, 1994, and September 30, 1993.

The Corporation's trustees, through the finance and administration committee, delegate investment decisions to investment managers who operate within investment policies and guidelines set by the trustees. Sixty-five percent of the funds are managed by three core managers who may invest in both fixed-income and equity securities, domestically and internationally. The committee has requested that the equity exposure of each core manager's account range between 40 percent and 60 percent. At September 30, 1994, equities, including the value of S&P 500 index futures contracts, represented 48.4 percent of assets in the core managers' accounts. The committee meets periodically with the core managers to review investment performance.

The remaining 35 percent of the funds are managed by managers who specialize in particular types of investments. Included in this 35 percent is a new investment made during the year of $10 million in the Investment Fund for Foundations' investment program, a group of multi-manager commingled funds available exclusively to grant-making foundations. Its mission is to improve the net investment returns of its members, especially those with smaller endowments.

INVESTMENTS BY ASSET CLASS*



*Note: Other investments include leveraged buyouts, real estate, and venture capital. If the off-balance-sheet transactions are taken into account, the Corporation's exposure to domestic equities increases to 18 percent in 1994 and 23 percent in 1993, and correspondingly its exposure to domestic fixed income increases to 37 percent in 1994 and decreases to 36 percent in 1993.

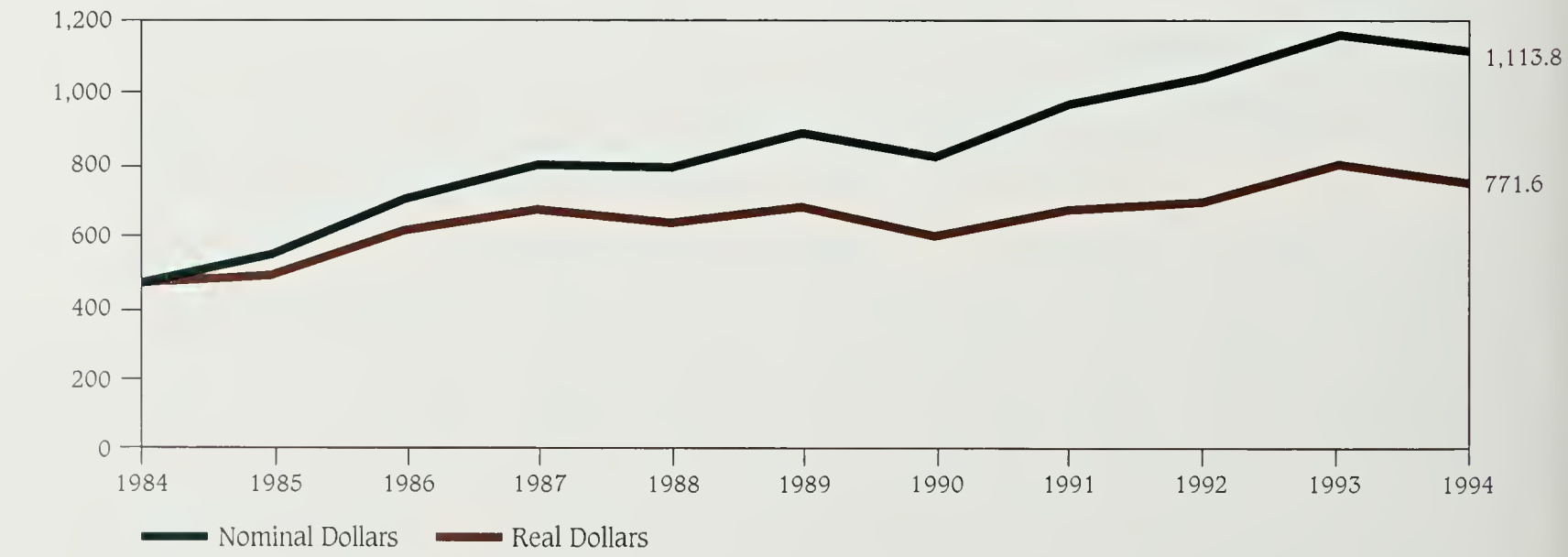
While delegating authority for individual investment decisions to outside managers, the trustees retain ultimate responsibility for investment policy, including policy relating to the exercise of public responsibilities by the corporations represented in the investment portfolio.

INVESTMENT PERFORMANCE

The Corporation's principal investment objective is to achieve long-term total return, consisting of capital appreciation as well as dividend and interest income, sufficient to maintain the purchasing power of the assets while continuing to support the programs of the Corporation. The portfolio had a total return, net of fees, of 1.7 percent for fiscal year 1994. The average annual rate of return over the last ten years has been 14.6 percent, compared to 14.6 percent for the Standard and Poor's 500 Index and 10.7 percent for the Lehman Brothers Aggregate Bond Index. After inflation, the average annual real return over the last ten years has been 10.8 percent. The Corporation has paid out 6.1 percent each year on average during this period. After adjusting for inflation and allowing for expenses, an average of 4.7 percent per year has been added to the value of the Corporation's assets for each of the past ten years.

The following graph illustrates the growth of investment assets in nominal and real dollars for

INVESTMENTS IN NOMINAL AND REAL DOLLARS
1984–1994



the ten years ended September 30, 1994, using 1984 as the base year. The significant rise in the market value of investment assets over the past ten fiscal years has provided the basis for substantial increases in appropriations during this period.

Investment Income

Interest and dividends for the year were $34.8 million compared with $37.4 million for the preceding year, reflecting the decline in interest rates during the year. Income from partnerships was $47.4 million for the year ended September 30, 1994, compared to $39.4 million in 1993. Net realized gains on investments were $44.6 million compared to $71.5 million in 1993. Investment expenses, consisting primarily of asset management fees, amounted to $3.5 million in the fiscal year ended September 30, 1994, compared to $3.7 million in the preceding year.

Appropriations and Expenses

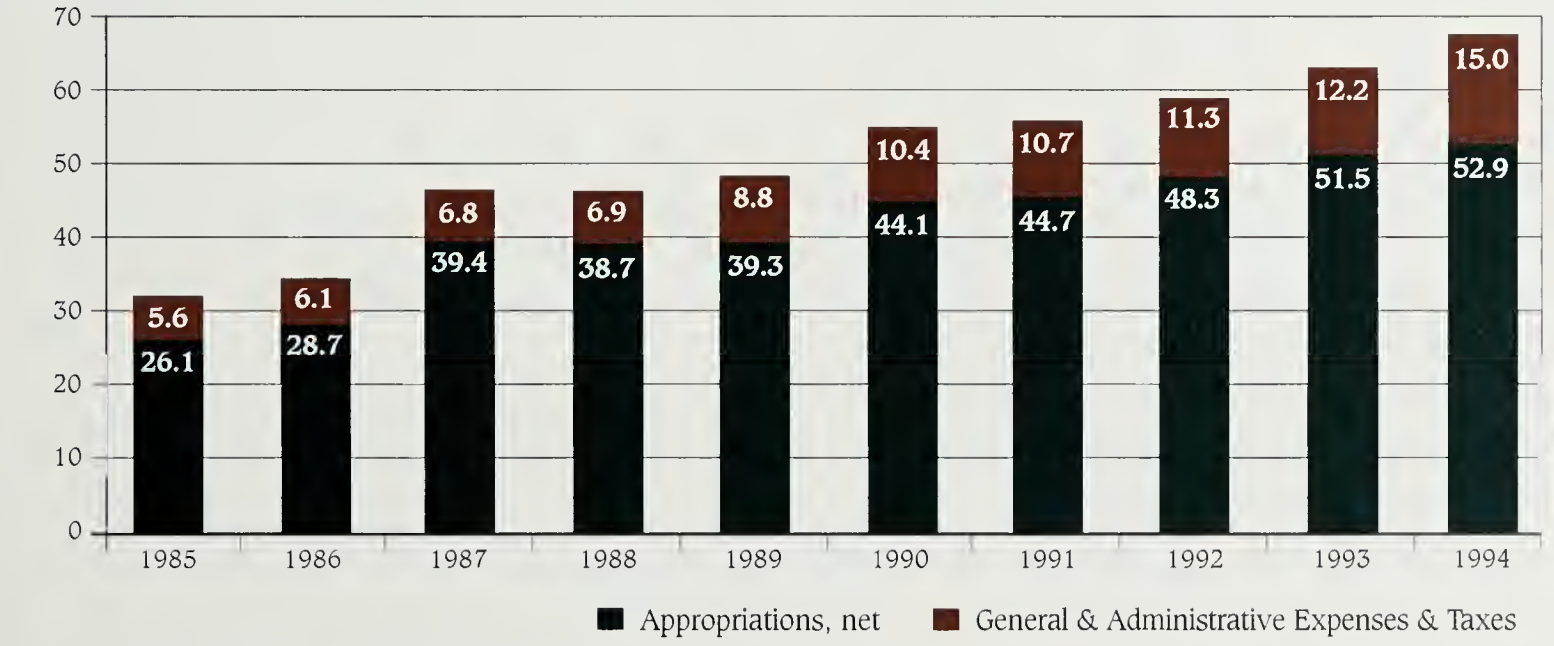
For the ten years ended September 30, 1994, the Corporation has awarded close to 2,550 grants totaling $417.3 million. It has also incurred expenses of $79.3 million for administration, excluding investment expenses, and $14.5 million for taxes, for a total of $511.1 million.

The graph below illustrates the growth in expenses by category over the ten-year period ended September 30, 1994. As can be seen on the chart, appropriations have doubled over the ten-year period ended September 30, 1994.

Each year the trustees appropriate funds to be used for grants and for projects administered by the officers. Many of the grants involve multiyear commitments. About 60 percent of the appropriated funds are paid in the fiscal year in which the original appropriations are made. Net appropriations totaled $52.9 million in the fiscal year ended September 30, 1994, compared to $51.5 million in the preceding year.

The general administration and program management expenses were $8.8 million in the fiscal year ended September 30, 1994, compared with $8.4 million in the previous fiscal year. Amounts spent for "direct charitable activities" were $2.4 million in both 1994 and 1993. Direct charitable activities include services provided directly to other exempt organizations, governmental bodies, and the general public. Examples of such services are the provision of technical assistance to grantees and potential grantees; the conduct of educational conferences; research; the publication and dissemination of educational materials; and service on boards of other charitable organizations or public commissions.

Expenses by Category
1985–1994



The schedule below breaks down total expenses for the year ended September 30, 1994, into categories.

	General administration and program management	Investment	Direct charitable activities	Total
Salaries	$3,741,897	$ 167,667	$1,027,027	$ 4,936,591
Investment advisory and custody fees	—	3,101,693	—	3,101,693
Employee benefits	1,377,135	61,639	376,713	1,815,487
Rent	1,220,489	55,887	334,193	1,610,569
Amortization and depreciation	668,021	—	—	668,021
Office expenses	492,105	22,534	134,749	649,388
Quarterly and annual reports	34,871	—	452,383	487,254
Travel	348,543	2,737	53,770	405,050
Trustees' honoraria and expenses	264,141	14,607	—	278,748
Consultants	242,381	—	—	242,381
Conferences and meetings	180,176	1,918	11,866	193,960
Legal and accounting services	116,704	24,496	—	141,200
Other	150,163	4,915	31,380	186,458
TOTAL	$8,836,626	$3,458,093	$2,422,081	$ 14,716,800*

*Total expenses in 1993 were $14.5 million, which included $3.7 million of investment expenses and $2.4 million of direct charitable activities expenses.

Taxes

Under the provisions of the Tax Reform Act of 1969, Carnegie Corporation and other private foundations are subject to a federal excise tax of 2 percent on income and realized capital gains. However, under the Tax Reform Act of 1984, the rate is reduced to 1 percent if the foundation maintains its average expense rate of the previous five years and, in addition, spends the tax savings. Unlike in previous years, the Corporation did not qualify for the reduced tax rate in fiscal year 1994. The cumulative tax savings by qualifying in each of the previous eight years was $9.6 million. Taxes at the 2 percent rate were $2.47 million for the year. Refundable taxes, representing the excess of estimated taxes over the taxes due, are carried as an asset. The deferred tax liability of $.9 million represents the potential tax (at 2 percent) on gains as yet unrealized.

During 1994, the Corporation had unrelated business income from certain investment partnership activities. Taxes of $1.26 million on this income are calculated using applicable corporate tax rates, and are included in the provision for taxes.

Audit by Independent Accountants

The bylaws provide that the Corporation's accounts are to be audited each year by an independent public accountant. Accordingly, the firm of KPMG Peat Marwick LLP audited the Corporation's financial statements for the fiscal year ended September 30, 1994. The Corporation's financial statements, together with the independent auditors' report, appear on the following pages.

Jeannarie C. Grisi

Treasurer

Independent Auditors' Report

The Board of Trustees
Carnegie Corporation of New York:

We have audited the accompanying balance sheets of Carnegie Corporation of New York as of September 30, 1994 and 1993, and the related statements of changes in expendable fund balance for the years then ended. These financial statements are the responsibility of the Corporation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Carnegie Corporation of New York as of September 30, 1994 and 1993, and the changes in its expendable fund balance for the years then ended in conformity with generally accepted accounting principles.

KPMG Peat Marwick LLP

KPMG Peat Marwick LLP
New York, New York

December 23, 1994

Balance Sheets

September 30, 1994 and 1993

	1994	1993
Assets		
Investments — note 2	$1,113,834,084	$1,161,479,290
Cash	231,557	184,278
Accrued investment income	9,006,755	8,326,472
Refundable taxes, net — note 4	792,129	82,834
Prepaid expenses and other assets	136,491	128,820
Fixed assets — note 3	2,709,506	3,087,134
Total assets	$1,126,710,522	$1,173,288,828
Liabilities and fund balances		
Liabilities		
Unpaid appropriations	$ 26,554,686	$ 19,206,682
Accounts payable and other liabilities	2,293,901	5,975,444
Deferred taxes payable — note 4	873,516	3,120,928
Total liabilities	29,722,103	28,303,054
Fund balances		
Expendable	961,651,551	1,009,648,906
Nonexpendable (no change)	135,336,868	135,336,868
Total fund balances	1,096,988,419	1,144,985,774
Total liabilities and fund balances	$1,126,710,522	$1,173,288,828

See accompanying notes to financial statements.

Statements of Changes in Expendable Fund Balance

For the years ended September 30, 1994 and 1993

	1994	1993
Investment income		
Interest and dividends	$ 34,826,858	$ 37,358,581
Income from partnerships	47,354,308	39,351,405
Net realized gain on investment transactions	44,551,700	71,526,335
Total realized investment income	126,732,866	148,236,321
Less investment expenses	3,458,093	3,664,704
Net realized investment income	123,274,773	144,571,617
Expenses		
Grant appropriations, net	49,382,483	46,773,125
Appropriations for projects administered by officers, net	3,564,263	4,774,674
General administration, program management, and direct charitable activities	11,258,707	10,822,085
Provision for taxes—note 4	3,733,036	1,383,680
Total expenses	67,938,489	63,753,564
Excess of net realized investment income over expenses	55,336,284	80,818,053
Increase (decrease) in unrealized appreciation of investments, net of deferred federal excise tax (credit) of $(2,108,850) in 1994 and $845,271 in 1993—note 4	(103,333,639)	41,418,258
Increase (decrease) in fund balance	(47,997,355)	122,236,311
Fund balance, beginning of year	1,009,648,906	887,412,595
Fund balance, end of year	$ 961,651,551	$1,009,648,906

See accompanying notes to financial statements.

For the years ended September 30, 1994 and 1993

(1) Summary of significant accounting policies:

The accompanying financial statements have been prepared on the accrual basis of accounting.

The provisions of Statement of Financial Accounting Standards No. 107, "Disclosures about Fair Value of Financial Instruments," require disclosure of the fair value of financial instruments for which it is practicable to estimate the fair value. The fair value of investments has been determined as indicated in note 2. The carrying amount of cash, accrued investment income, prepaid expenses and other assets, unpaid appropriations, and accounts payable and other liabilities, approximates fair value because of the short maturity of these financial instruments.

Fixed assets are stated at cost. Depreciation is calculated on a straight-line basis over the estimated lives of the related assets. Leasehold improvements are amortized over the remaining life of the lease.

The resources of the Corporation consist of nonexpendable and expendable funds. Nonexpendable resources represent the original sums received from Andrew Carnegie who, by the terms of the conveying instrument, stipulated that the principal may never be expended.

(2) Investments:

Equities and fixed income securities are reported on the basis of quoted market value. Limited partnership interests in real estate are reported at appraised value, adjusted for the Corporation's share of the limited partnership income or loss. Securities held in venture capital and other limited partnerships that are not publicly traded are reported at fair value as determined by the general partner of each limited partnership. Other investments are carried at cost, or fair value if available. Due to brokers is carried at cost which approximates fair value. Investments are composed of the following at September 30, 1994 and 1993:

	September 30, 1994		September 30, 1993	
	Cost	Market Value	Cost	Market Value
Equities	$ 277,305,532	$ 324,025,583	$ 285,964,656	$ 342,110,629
Fixed income				
Short term	128,017,969	127,899,598	143,649,433	143,190,813
Long term	339,978,035	334,054,938	341,803,775	367,836,412
Limited partnership interests				
Real estate	14,063,741	10,685,809	14,214,747	11,370,831
Venture capital	8,175,684	10,742,277	7,082,124	17,361,069
Hedge funds	273,907,505	287,538,027	196,782,795	274,997,705
Other investments	23,896,319	21,574,943	22,496,641	11,745,591
Due to brokers, net	$ (2,687,091)	(2,687,091)	(7,133,760)	(7,133,760)
Total	$1,062,657,694	$1,113,834,084	$1,004,860,411	$1,161,479,290

Securities sold, not yet purchased, of $73.5 million at September 30, 1994, and $73.7 million at September 30, 1993, are recorded net in the Corporation's investment accounts. Required cash collateral is held by the broker and required collateral in the form of securities is pledged to the broker and held by a third-party safekeeping bank.

The Corporation also purchases and sells forward currency contracts whereby it agrees to exchange one currency for another on an agreed-upon date at an agreed-upon exchange rate to minimize the exposure of certain of its investments to adverse fluctuations in currency markets. At September 30, 1994, the Corporation held forward currency buy contracts and sell contracts with notional amounts totalling $47.1 million and $127.9 million, respectively. At September 30, 1993, the Corporation held forward currency buy contracts and sell contracts with notional amounts totalling $28.6 million and $131 million, respectively. Such contracts involve, to varying degrees, risks of loss in excess of the amount recognized in the statement of financial position, arising either from potential changes in market prices or from the possible inability of counterparties to meet the terms of their contracts. Changes in the value of forward currency contracts are recognized as unrealized gains or losses until such contracts are closed.

As a result of its investing strategies, the Corporation is a party to off-balance-sheet futures contracts. Changes in the market values of these futures contracts are recognized currently in the statement of changes in expendable fund balance, using the marked-to-market method. Off-balance-sheet futures contracts involve, to varying degrees, elements of market risk and credit risk in excess of the amounts recorded on the balance sheet. Market risk represents the potential loss the Corporation faces due to the decrease in the value of off-balance-sheet financial instruments. Credit risk represents the potential loss the Corporation faces due to the inability of counterparties to meet the terms of their contracts.

At September 30, 1994, the Corporation held 182 S&P 500 index futures contracts-long, with contract values of $42.1 million, and 230 thirty-year bond future contracts-long, 102 ten-year note future contracts-long, and 33 five-year note future contracts-long, with contract values totalling $36.5 million. At September 30, 1993, the Corporation held 384 S&P 500 index futures contracts-long, with contract values of $88.1 million, and 52 thirty-year bond future contracts-short, and 71 ten-year note future contracts-short with contract values totalling $14.4 million. The margin requirements on deposit with a third-party safekeeping bank for futures contracts were approximately $5.5 million at September 30, 1994, and $2.9 million at September 30, 1993.

The Corporation's investment advisors monitor the financial condition of the firms used for futures and forward foreign currency trading in order to minimize the risk of loss. Exposure limits are placed on firms relative to their credit worthiness. Management does not anticipate that losses, if any, resulting from credit or market risk would materially affect the financial position or changes in expendable fund balance of the Corporation.

(3) Fixed assets:

Fixed assets are composed of the following at September 30, 1994 and 1993:

For the years ended September 30, 1994 and 1993

	1994	1993
Leasehold improvements	$3,848,050	$3,812,353
Furniture and equipment	2,062,157	1,807,462
	5,910,207	5,619,815
Less: Accumulated amortization and depreciation	(3,200,701)	(2,532,681)
Total	$2,709,506	$3,087,134

Amortization and depreciation expense for 1994 and 1993 was $668,020 and $618,581, respectively.

(4) Taxes:

The Corporation is liable for federal excise taxes of 2 percent of its net investment income, as defined, which includes realized capital gains, for the year. However, this tax is reduced to 1 percent if certain conditions are met. The Corporation did not meet the requirements for the reduced tax for the year ended September 30, 1994, but did for 1993. Therefore, current taxes are estimated at 2 percent of net investment income, as defined, for 1994, and at 1 percent for 1993.

Deferred taxes represent 2 percent of unrealized appreciation of investments at September 30, 1994 and 1993, as qualification for the 1 percent tax is not determinable until the fiscal year in which gains are realized.

During 1994, the Corporation had unrelated business income from certain investment partnership activities. Taxes of $1,256,091 on this income are calculated using applicable corporate tax rates, and are included in the provision for taxes.

(5) Retirement plans:

The Corporation purchases annuities for qualifying employees under the terms of a noncontributory, defined contribution retirement plan with Teachers Insurance and Annuity Association and College Retirement Equities Fund. Retirement plan expense for the years ended September 30, 1994 and 1993, was $814,538 and $844,176, respectively.

In addition, the Corporation has established a noncontributory defined benefit annuity plan to supplement the basic plan described above. This plan is also administered by Teachers Insurance and Annuity Association and College Retirement Equities Fund. Contributions to this plan are based on actuarial calculations. No contribution was required in 1994. Contributions of $22,111 were made in 1993. At December 31, 1993, the assets of the plan exceeded the actuarial present value of accumulated plan benefits by approximately $764,000.

(6) Lease:

The Corporation occupies office space at 437 Madison Avenue under a sublease agreement expiring December 30, 1997. The Corporation has entered into a lease agreement with the building landlord, effective in 1998, to continue renting the space through December 31, 2003.

The following is a schedule of the future minimum lease payments at September 30, 1994:

Fiscal year ending September 30	
1995	$ 1,351,815
1996	1,376,565
1997	1,413,690
1998	419,423
1999	1,028,500
2000-2004	5,164,500
	$10,754,493

Rental expense for 1994 and 1993 was $1,518,559 and $1,542,618, respectively.

Guidelines for Grantseekers

Carnegie Corporation awards grants to nonprofit organizations for projects that have potential national or international impact. Approximately twenty requests for support are submitted to the Corporation for each grant made. In 1993–94, staff members reviewed more than 5,300 requests. Of those turned down, roughly 30 percent were declined because the activities were too local in scope.

The grants budget for fiscal 1995 is $55 million. The funds will be spent in four major areas of concentration: Education and Healthy Development of Children and Youth; Preventing Deadly Conflict (currently titled Cooperative Security); Strengthening Human Resources in Developing Countries; and Special Projects, which comprises grants that do not fit easily into the first three categories. Grants of more than $25,000 must be approved by the board. Grants of $25,000 or less, called discretionary grants, are made on the approval of the president and reported to the board. The programs and projects supported by the foundation during 1993–94 are described in The Year in Review, beginning on p. 25.

The appropriations for operating programs of the Corporation, such as the Carnegie Council on Adolescent Development and the Carnegie Commission on Preventing Deadly Conflict, and the renewal of previously supported projects, limit the availability of grant funds for new activities. In 1993–94, approximately 7 percent of the grants budget was allocated for operating programs. Renewals constituted about 52 percent of the grants made and 71 percent of the total budget.

Carnegie Corporation's fiscal year runs from October 1 to September 30. Its seventeen-member board meets four times a year, in October, January, April, and June. The trustees set the broad policies of the foundation and have final authority to approve grants recommended by the program staff.

How to Apply for a Grant

There are no application forms. Grantseekers are requested to present a clear and straightforward proposal containing a description of the project's aims, significance, amount of support required, duration, methods, personnel, and budget. Officers review the proposal in light of their knowledge of the field and in relation to the current program priorities. If they wish to pursue matters further, they may request a more developed document. Additional materials may be required, including a formal request from the head of the organization and a more precise budget.

There are no deadlines. The Corporation reviews requests at all times of the year. The staff tries to convey its decision within four months of the receipt of the proposal.

The following points may be helpful in preparing a proposal. Although the questions need not be answered individually, they indicate the types of concerns program staff members have in mind when reviewing requests:

► What problem does your project address? Why is this issue significant? What is the relationship of the problem/issue to the Corporation's program, as outlined in the foundation's descriptive materials?

► How will your project or activity deal with the stated problem? What do you intend to demonstrate or prove? What means will you use, and what methodology will you apply? If the project is already under way, what have you accomplished so far?

► What outcomes do you expect for the project, both immediate and long term? How will you assess the success or effectiveness of your work?

► What strengths and skills do the organization and personnel bring to this project? In short, what makes this organization the right one to conduct this project? (If the organization is not a college or university and has not applied to Carnegie Corporation before, please include background information—an annual report, an audited financial statement, or a mission statement.)

► What is the overall cost of the project? How much are you requesting from Carnegie Corporation over how long a period? What other sources of support are you pursuing for this project?

Restrictions

The Corporation does not make grants for basic operating expenses, endowments, or facilities.

The Corporation also does not generally make grants to individuals. On rare occasions, however, it will make a grant to a highly qualified individual for a project that is central to its stated program interests. It does not have a program of fellowships, scholarships, or travel grants.

The Corporation does not, as a matter of policy, provide to prospective grantseekers copies of successful proposals.

In addition to these general restrictions, there are specific criteria for the acceptance of a proposal pertaining to each program area:

► *Education and Healthy Development of Children and Youth.* The foundation does not accept unsolicited proposals concerned with substance abuse and violence. Neither does it review requests from individual schools or school districts.

► *Preventing Deadly Conflict.* The program does not support curricular projects of individual schools or colleges or institution-to-institution linkages between the United States and the countries of the former Soviet Union and Eastern Europe. Most of the grants made in this program are to U.S. institutions. It only rarely supports media projects.

► *Strengthening Human Resources in Developing Countries.* The program does not accept unsolicited requests that aim to improve understanding of development and developing countries among the U.S. general public and policymakers. Nor does it accept unsolicited proposals concerned with democratic transitions in Africa.

For further information about the grant programs, please refer to The Year in Review.

Trustees 1994–95

Newton N. Minow, Chairman
Counsel, Sidley & Austin
One First National Plaza, Suite 4800
Chicago, Illinois 60603

Eugene H. Cota-Robles, Vice Chairman
Professor Emeritus, Biology
University of California, Santa Cruz
432 Third Avenue South, #B202
Edmonds, Washington 98020

Richard I. Beattie
Partner; Chairman, Executive Committee
Simpson Thacher & Bartlett
425 Lexington Avenue
New York, New York 10017

Richard F. Celeste
Managing General Partner
Celeste & Sabety Ltd.
240 North Fifth Street, Suite 380
Columbus, Ohio 43215

James P. Comer
Maurice Falk Professor of Child Psychiatry (on leave)
Yale University Child Study Center
230 South Frontage Road
P.O. Box 3333
New Haven, Connecticut 06510

David A. Hamburg
President, Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022

Teresa Heinz
Chair and Chief Executive Officer
Heinz Family Philanthropies
1201 Pennsylvania Avenue, N.W., Suite 619
Washington, D.C. 20004

James A. Johnson
Chairman and Chief Executive Officer
Federal National Mortgage Association
3900 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Helene L. Kaplan
Of Counsel, Skadden, Arps, Slate, Meagher & Flom
919 Third Avenue, Room 29-72
New York, New York 10022

Thomas H. Kean
President, Drew University
Mead Hall
Madison, New Jersey 07940

Vincent A. Mai
President and Chief Executive Officer
AEA Investors Inc.
65 East 55th Street, 27th Floor
New York, New York 10022

Shirley M. Malcom
Head, Directorate for Education and Human Resources Programs
American Association for the Advancement of Science
1333 H Street, N.W., Room 1126
Washington, D.C. 20005

Henry Muller
Editorial Director, Time Inc.
Time & Life Building, Room 3471
Rockefeller Center
New York, New York 10020

Condoleezza Rice
Provost, Stanford University
Office of the Provost, Building 10
Stanford, California 94305

Wilma S. Tisch
Chairman Emeritus, WNYC Foundation
980 Fifth Avenue
New York, New York 10021

James D. Watkins
Admiral, U.S. Navy (Retired)
President, Joint Oceanographic Institutions, Inc.
1755 Massachusetts Avenue, N.W., Suite 800
Washington, D.C. 20036

Caryl P. Haskins
Honorary Trustee
1545 Eighteenth Street, N.W., Number 809
Washington, D.C. 20036

Finance and Administration Committee

James A. Johnson, Chairman
Richard I. Beattie
David A. Hamburg
Helene L. Kaplan
Vincent A. Mai
Newton N. Minow

Nominating Committee

Henry Muller, Chairman
James P. Comer
Eugene H. Cota-Robles
David A. Hamburg
Teresa Heinz

Staff 1994–95

Corporate

PRESIDENT'S OFFICE
David A. Hamburg, *President*
Jeanne D'Onofrio, *Assistant to the President*
Annette Dyer, *Executive Assistant*
Patricia England, *Administrative Assistant*[1]
Kathryn Lee Lawrence, *Administrative Assistant*
Judith Smith, *Administrative Assistant*
Natasha Davids, *Staff Assistant*

CORPORATION'S STAFF IN WASHINGTON, D.C.
Elena O. Nightingale, *Special Advisor to the President and Senior Program Officer*[2,3]
Allyn M. Mortimer, *Program Associate*[4]
Julia C. Chill, *Program/Administrative Assistant*[4]

EXECUTIVE VICE PRESIDENT'S OFFICE
Barbara D. Finberg, *Executive Vice President and Program Chair, Special Projects*[3]
Jeannette L. Aspden, *Editor for Special Projects*
Evelyn Nieders, *Executive Assistant*
Joan Kritsky, *Administrative Assistant*

SECRETARY'S OFFICE
Dorothy Wills Knapp, *Secretary*
Cynthia Merritt, *Associate Secretary*
Lorraine A. LaHuta, *Executive Associate*
Armanda Famiglietti, *Grants Manager*
Alice Allay, *Administrative Assistant*
Liza F. Custodio, *Secretary*
Kathleen Whittemore, *Secretary*

RECORDS AND LIBRARY SERVICES
Ronald J. Sexton, *Supervisor of Records/Librarian*
Hugh Gregory, *Records Associate*
Gladys D. McQueen, *Records Associate*

COMPUTER SERVICES
Loretta Munford, *Information Systems Administrator*
Anne McKissick, *Information Systems Specialist*

TREASURER'S OFFICE
Jeanmarie C. Grisi, *Treasurer*
Robert J. Seman, *Controller*
Ray Oquendo, *Senior Investment Accountant*
Kaveri K. Hurwitz, *Executive Assistant*
Ericka J. Norton, *Staff Accountant*
Joyce Fortunato, *Administrative Assistant*[1]
Maureen T. Falanga, *Accounting Assistant*[1]

PERSONNEL AND OFFICE MANAGEMENT
Idalia Holder, *Director of Personnel and Administrative Services*
Loretta Graff, *Personnel Assistant*
Gilda Swift, *Administrative Assistant*
Jeffrey Miller, *Office/Communications Assistant*
Itzel Diaz-Keane, *Secretary (general staff)*
Rhonda N. West, *Junior Secretary*
Rose Marie Chin, *Receptionist (on leave)*
Jessie L. Green, *Switchboard Operator*
Jewels Crowe, *Catering Assistant*
José A. Rivera, *Mail/Supply Clerk*
Richard Brown, *Mailroom Clerk*[1]

Program

EDUCATION AND HEALTHY DEVELOPMENT OF CHILDREN AND YOUTH
Vivien Stewart, *Program Chair and Senior Advisor to the President*[3]
Fred M. Hechinger, *Senior Advisor*
Frederic A. Mosher, *Senior Policy Analyst*
Gloria Primm Brown, *Program Officer*

Karin P. Egan, *Program Officer*[1]
Anthony W. Jackson, *Program Officer*
Michael H. Levine, *Program Officer*
Susan V. Smith, *Program Associate and Special Assistant to the President*[3]
Bernadette Michel, *Executive Assistant*
Constance Braxton, *Administrative Assistant*
Nidia Marti, *Administrative Assistant*
Beth Patrick, *Secretary*
Kathleen Sheridan, *Secretary*
Sara K. Wolpert, *Secretary*

PREVENTING DEADLY CONFLICT

David C. Speedie III, *Program Chair*
Astrid S. Tuminez, *Program Officer*
Suzanne Wood, *Program Officer*
Patricia M. Nicholas, *Program Assistant*[1]
Patricia Aquino-Macri, *Administrative Assistant*
Deborah Cohen, *Administrative Assistant*[1]
Lynn DiMartino, *Administrative Assistant*
Jane Wales *(on leave)*

STRENGTHENING HUMAN RESOURCES IN DEVELOPING COUNTRIES

Patricia L. Rosenfield, *Program Chair*
O. Akin Adubifa, *Program Officer*
Yolonda C. Richardson, *Program Officer*
Andrea Johnson, *Program Assistant*
Rosalee Karefa-Smart, *Program Assistant*
Nancy Rathbun, *Administrative Assistant*[5]
Yvonne Vanterpool, *Administrative Assistant*
Hedy A. Charney, *Secretary*
Marlene Reid, *Secretary*

SPECIAL PROJECTS

Geraldine P. Mannion, *Program Officer*
Julene M. Pérez, *Program Associate*
Tara M. Combes, *Administrative Assistant*

Publications

Avery Russell, *Director of Publications and Program Officer*
Anne S. McCook, *Editorial Associate*[1]
Anna Barnsley Werblow, *Administrative Assistant*
Susan G. Liszewski, *Circulation Assistant*[1]
Valorie G. Dawson, *Secretary*
Lawrence Levine, *Publications Clerk*[1]

Special Initiatives

CARNEGIE COMMISSION ON PREVENTING DEADLY CONFLICT

2400 N Street, N.W., Sixth Floor, Washington, D.C. 20037-1153

Jane E. Holl, *Executive Director*
John J. Stremlau, *Advisor to the Executive Director*
Michele Ledgerwood, *Research Assistant*[1]
Rachel Ann Epstein, *Research/Administrative Assistant*
Linda L. Schoff, *Program/Administrative Assistant*
Wanda M. Ellison, *Administrative Assistant*
Brian J. George, *Office Assistant*
Holly Trotter, *Receptionist/Office Assistant*[6]

CARNEGIE TASK FORCE ON LEARNING IN THE PRIMARY GRADES

Antony Ward, *Executive Director*
Anne E. Bordonaro, *Research Assistant*[1]
Marchelle M. Rush, *Administrative Assistant*

CARNEGIE TASK FORCE ON MEETING THE NEEDS OF YOUNG CHILDREN

Kathryn Taaffe Young, *Director of Studies*[7]
Bonnie J. Piller, *Secretary*[8]

CARNEGIE COMMISSION ON SCIENCE, TECHNOLOGY, AND GOVERNMENT

David Z. Robinson, *Executive Director and Senior Counselor to the President*[1,3]
Bonnie Bisol Cassidy, *Program Assistant/Office Manager*[9]
Dolores Locascio, *Administrative Assistant*

CARNEGIE COUNCIL ON ADOLESCENT DEVELOPMENT

2400 N Street, N.W., Sixth Floor, Washington, D.C. 20037-1153

Ruby Takanishi, *Executive Director*
Katharine Beckman, *Office Administrator*
Timothy J. McGourthy, *Program/Administrative Assistant*
Darnice Y. Curtis, *Receptionist/Office Assistant*[10]
Jenifer Hartnett, *Staff Assistant*

VISITOR'S PROGRAM

McGeorge Bundy, *Scholar-in-residence*
Georganne V. Brown, *Secretary*

[1] *Part time*

[2] *Through December 31, 1994*

[3] *Individuals are listed only once, according to their primary responsibility*

[4] *Assigned to the Carnegie Council on Adolescent Development on January 1, 1995*

[5] *Part time; through June 30, 1994*

[6] *Time divided between the commission and the Carnegie Council on Adolescent Development*

[7] *Through January 3, 1995*

[8] *Assigned to Special Projects on February 1, 1995*

[9] *Through June 30, 1994*

[10] *Through April 29, 1994*

Index of Grants and Names

ACCESS: Networking in the Public Interest 126
Advocates for Youth 40
African Academy of Sciences 82, 83, 96
African-American Institute 103
African Association of Political Science 106
African Foundation for Research and Development 83
African Regional Centre for Technology 86
African Women's Development and Communication Network 97
Alliance for Redesigning Government 121
Alliance for Young Families 41
American Academy of Arts and Sciences 122
American Academy of Pediatrics 57
American Association for the Advancement of Science 63, 85, 126
American Association for Higher Education 57
American Bar Association Fund for Justice and Education 57
American Council of Learned Societies 57
American Library Association 57
American Medical Association 39
American Orthopsychiatric Association 57
American Public Health Association 57
Andrade, Juan, Jr. 118
Arms Control Association 77
Asian American Legal Defense and Education Fund 126
Asian Law Caucus 126
Asian Pacific American Legal Center of Southern California 126
Asmus, Ronald D. 74
Aspen Institute 56, 75, 76, 105, 123
Aspen Strategy Group 76
Association for Diplomatic Studies and Training 79
Association of African Universities 106
Association of African Women for Research and Development 106
Association of Community Organizations for Reform Now 113
Association of Junior Leagues International 58
Atkins, Daniel E. 125
Atlantic Council of the United States 64
Austin Project 55
Ausubel, Jesse 111
Avance 28
Barrientos, Andrea 37
Battelle Memorial Institute 126
Bauman, Steve 42
Bazelon, Judge David L., Center for Mental Health Law 124
Belyaeva, Alexandra 77
Bentley, Margaret E. 101
Berkowitz, Bruce D. 76
Bertsch, Gary K. 65
Big Brothers/Big Sisters of America 58
Black, Robert E. 101
Blackwill, Robert D. 66
Blechman, Barry M. 62
Board on Children and Families, National Academy of Sciences 55
Board on Science and Technology for International Development, National Academy of Sciences 87
Boris, Elizabeth T. 123

Boys & Girls Clubs of America 58
Brademas, John 111
Branscomb, Lewis M. 112
Brellochs, Christel 39
Brischetto, Robert R. 119
Brookings Institution 60, 61, 109, 122
Brown, Scott 68
Brown University 79
Bunce, Valerie J. 70
Bundy, McGeorge 79
Bush Center in Child Development and Social Policy, Yale University 32
Business Executives for National Security 126
Butegwa, Florence 98

Cagan, Eve 95
Califano, Joseph A., Jr. 43
California Child Care Resource and Referral Network 58
California, University of, Los Angeles 35, 58
California, University of, San Diego 77
Cape Town, University of, Fund 106
Carlsson, Ingvar 106
Carnegie Commission on Preventing Deadly Conflict 25, 60, 73
Carnegie Commission on Science, Technology, and Government 25, 109, 110, 111, 112
Carnegie Corporation of New York Middle Grade School State Policy Initiative 25, 27, 35, 36
Carnegie Corporation of New York 44, 79, 106
Carnegie Council on Adolescent Development 25, 27, 34, 35, 36
Carnegie Endowment for International Peace 61
Carnegie Institution of Washington 112
Carnegie Task Force on Learning in the Primary Grades 25, 27, 32
Carnegie Task Force on Meeting the Needs of Young Children 25, 27, 28
Carter Center, Emory University 88, 109
Carter, Jimmy 88, 109
Carter, Selwyn 116
Center for East–West Trade Policy, University of Georgia 65
Center for Governmental Studies 117
Center for International and Security Studies at Maryland, University of Maryland 65
Center for International Security and Arms Control, Stanford University 62, 68
Center for International Studies, University of Southern California 120
Center for Media Literacy 58
Center for National Independence in Politics 115
Center for Policy Alternatives 114
Center for Population and Family Health, Columbia University 39, 99
Center for Population Options 40
Center for Post-Soviet Studies 79
Center for Prevention Research and Development, University of Illinois 35
Center for Research on Effective Schooling for Disadvantaged Children, Johns Hopkins University 33
Center for Responsive Politics 115
Center for the Study and Prevention of Violence, University of Colorado, Boulder 45
Center for the Study of Families, Children and Youth,

Stanford University 56
Center on Addiction and Substance Abuse 43
Center on Child Abuse Prevention Research, National Committee to Prevent Child Abuse 29
Chachkin, Norman 52
Chaiken, Marcia R. 42
Chapter I, Elementary and Secondary Education Act 50
Chayes, Abram 74
Chayes, Antonia Handler 74
Chicago, University of 47
Child Care Action Campaign 30
Child Care Employee Project 31
Children of Alcoholics Foundation 58
Children Now 57
Children's Aid Society 38
Children's Defense Fund 54
Children's Health Fund 58
Children's Policy Forum, Aspen Institute 56
Children's Television Workshop 123
Citizens Democracy Corps 79
CityYouth LA: Education and Community Action 36
Clark, Dick 56, 75, 105
Clark, Todd 36
Cloward, Richard A. 113
CNA Corporation 67
Coalition of Community Foundations for Youth 58
Cohen, David K. 50
Cohen, Elizabeth G. 38
Cole, Michael 77
College Entrance Examination Board 47
College of Health Sciences, University of Nairobi 89
Colorado, University of, Denver 58
Colorado, University of, Foundation 45
Coltoff, Philip 38
Columbia University 39, 58, 69, 99 *(see also Teachers College, Columbia University)*
Comer, James P. 32
Commission on Global Governance 106
Commission on Improving the Effectiveness of the United Nations 79
Commission on Preservation and Access 125
Commission on the Skills of the American Workforce 50
Committee for the Study of the American Electorate 126
Commonwealth Caribbean Medical Research Council 92
Commonwealth Secretariat 106
Communications Consortium 30
Conference Board of the Mathematical Sciences 58
Conflict Management Group 68
Congressional International Program, Aspen Institute 56, 75, 105
Connecticut College 107
Consensus Building Institute 74
Constitutional Rights Foundation 36
Cornell University 58, 70
Cortes, Ernesto, Jr. 37
Council of Chief State School Officers 35, 58
Council on Foundations 124
Council on Health Research for Development 91
Cranston, Alan 78

Dar es Salaam, University of 88, 93
Darling-Hammond, Linda 51

Daro, Deborah 29
Denber, Rachel 71
Deng, Francis M. 122
DiGiulian, Nancy 114
Dilworth, Gwendolyn 46
Dinges, John 117
Dornbusch, Sanford M. 56
Drug Strategies 43
Dryfoos, Joy G. 40
Dulany, Peggy 104
Dumbaugh, Karin A. 91
Dyer, Barbara 121

Economic Policy Institute 125
Ecumenical Assistance Trust 102
Edelman, Marian Wright 54
Education Development Center 46
Education Rights Project, Puerto Rican Legal Defense and Education Fund 53
Educational Broadcasting Corporation 127
Elliott, Delbert S. 45
Elster, Arthur B. 39
Emory University 58, 88, 107
EQUITY 2000 47
Escalante, Karen 118
ETV Endowment of South Carolina 58

Fabian, Debbie 44
Falco, Mathea 43
Families and Work Institute 31
Family Support and Parent Education Program, Avance 28
Federal Judicial Center Foundation 110
Felner, Robert D. 35
Ferrari, Frank E. 103
Figueroa, Juan A. 53
Finn-Stevenson, Matia 32
Foreign Policy Association 107
Forum for African Women Educationalists 96, 107
Fredericks, J. Wayne 103
Freeman, Marsha 98
Friedman, Dana E. 31
Fund for New York City Public Education 33

Gachukia, Eddah W. 96, 97
Galinsky, Ellen 31
Gambone, Michelle Alberti 41
Garba, Joseph N. 104
George, Alexander L. 78
Georgia, University of, Research Foundation 65
Gerry, Martin H. 55
Ghana, University of 100
Gimbel, Amy Auerbacher 85
Global Security Project, Gorbachev Foundation USA 78
Goals 2000: The Educate America Act 50
Golden, William T. 110
Golding, John 92
González, Antonio 120
Goodpaster, Andrew J. 64
Gorbachev Foundation USA 78
Gorbachev, Mikhail S. 78
Goren, Paul 49
Graham, Kennedy 63
Grupo de Análisis para el Desarrollo 84
Guendelman, Sylvia 102

Gwatkin, Davidson R. 89

Haffner, Debra W. 44
Hafkin, Nancy J. 86
Hakuta, Kenji J. 34
Hamburg, David A. 34, 73
Hammad, Aleya El-Bindari 99
Harvard Medical School 92, 95
Harvard School of Public Health 90, 91
Harvard University 66, 69, 72, 79, 90, 91, 92, 95, 107, 112
Hauser, Debra 40
Healthy Families America 29
Hoffman, David 76
Holl, Jane E. 73
Holloway, David J. 62
Hornbeck, David W. 36
Human Rights Watch/Helsinki 71
Human SERVE Campaign 113
Humphrey, Hubert H., Institute of Public Affairs, University of Minnesota 98
Hunt, James B., Jr. 51

Ibadan, University of 87, 107
Independent Sector 127
Information and Library Studies, University of Michigan 125
Institute for EastWest Studies 71
Institute for Public Research, CNA Corporation 67
Institute for Resource and Security Studies 79
Institute for Science and International Security 80
Institute of International Education 89, 103, 104, 107
InterAction Foundation 107
XIIIth International Conference on the Social Sciences and Medicine Planning Committee 107
International Forum for Social Sciences in Health 94
International Foundation for Education and Self-Help 107
International Health Policy Program 89, 90
International Peace Academy 107
International Research and Exchanges Board 66, 73
International Television Group, Children's Television Workshop 123
International Women's Rights Action Watch 98
Internews Network 76

Jacobs, David W. 123
Johns Hopkins University 33, 101
Joint Enrichment Project 101
Joint Oceanographic Institutions 59
Jones, Vinetta C. 47
Joseph, James A. 124
Joyner, Edward 32
Jugessur, Soodursun 82

Kassof, Allen H. 67
Keeny, Spurgeon M., Jr. 77
Kelly, James A. 49
Kelly, Marcy 45
Kemp, Geoffrey 61
Kennedy, John F., School of Government, Harvard University 66, 69, 72, 112
Keystone Center 127
Kimani, Violet N. 93
Kimball, Richard 115

Kleinman, Arthur 92, 95
Korle Bu Teaching Hospital 100
Kornegay, Francis 103
Krasno, Jean Elizabeth 63
Krepon, Michael 62

Laboratory of Comparative Human Cognition, University of California, San Diego 77
Lapidus, Gail W. 68
Larrabee, F. Stephen 74
Latino Institute 119
Latino Issues Forum 127
Latino Urban Policy Agenda Project 119
Lawyers Alliance for Nuclear Arms Control 80
Lawyers Committee for Human Rights 72
Lawyers' Committee for Civil Rights Under Law 116
Leadership Education for Asian Pacifics 127
League of Women Voters Education Fund 114
Lebalé, Norbert 83
Lederberg, Joshua 110, 111
Lele, Uma 88
Lema, Richard S. 93
Leshabari, Melkizedeck 93
Lief, Beth J. 33
LINC 42
Lowenthal, Abraham F. 120

Maccoby, Eleanor E. 28
Madden, Nancy A. 33
Mahidol University 94
Maine, Deborah 99
Malcom, Shirley M. 32
Martey, Josiah O. 100
Maryland, University of, Foundation 65, 80
Masanja, Patrick 93
Massachusetts Institute of Technology 80, 127
Mathematical Sciences Education Board, National Academy of Sciences 48
Matuszewski, Daniel C. 66, 73
May, Ernest R. 69
May, Michael 62
Mayer, John D. 67
McBay, Shirley M. 51
Mediascope 45
Medical and Health Research Association of New York City 95
Mental Health Law Project 124
Metlhaetsile Women's Information Centre 107
Michigan, University of 50
Middle East Arms Control Project, Carnegie Endowment for International Peace 61
Middle Grade School State Policy Initiative *(see Carnegie Corporation of New York Middle Grade School State Policy Initiative)*
Midwest–Northeast Voter Registration Education Project 118
Milhollin, Gary L. 64
Miller, Ellen S. 115
Minnesota, University of, Foundation 98, 107
Mishel, Lawrence 125
Mongella, Gertrude 97
Morrow, Richard H. 101
Mount Sinai Medical Center 59
Moyers, Bill 46
Moyers, Judith Davidson 46
Mroz, John Edwin 71

Muhimbili University College of Health Sciences, University of Dar es Salaam 93
Mumbengegwi, Salina 100

NAACP Legal Defense and Educational Fund 52
NAACP Special Contribution Fund 53
Nageri, Michael 86
Nairobi, University of 89, 93
NALEO Educational Fund 118
Namfua, Marcel 83
Namuddu, Katherine 96
National Academy of Education 59
National Academy of Public Administration Foundation 121
National Academy of Sciences 48, 55, 80, 87
National Association of Child Care Resource and Referral Agencies 30
National Board for Professional Teaching Standards 49
National Center for the Early Childhood Work Force 31
National Center for Restructuring Education, Schools, and Teaching, Columbia University 51
National Center for Clinical Infant Programs 59
National Center on Education and the Economy 50
National Charities Information Bureau 127
National Commission on the State and Local Public Service 121
National Commission on Teaching and America's Future 51
National Committee to Prevent Child Abuse 29
National Conference of State Legislatures 29
National Council of La Raza 54
National Endowment for Democracy 127
National Governors' Association Center for Policy Research 49
National Public Radio 117
National Research Council, National Academy of Sciences 48
National Voter Registration Act of 1993 109, 113, 114, 116, 118
National Women's Resource and Service Centre 107
Naudé, Beyers 102
Naval War College Foundation 80
NEON Inc. 59
Network of Middle Grade Educators 37
New Mexico First 127
New York Academy of Medicine 127
New York Academy of Sciences 84
New York Community Trust 127
New York University 111
Newa, John M. 88
Nichols, Rodney W. 84
Nonprofit Sector Research Fund, Aspen Institute 123
Noreen, Stephen 106
North American Free Trade Agreement 120
Northern Ireland Inter-Group Relations Project 127
Noyelle, Thierry 83
Nuclear Nonproliferation Project, Carnegie Endowment for International Peace 61
Nugens, Yvo 91

Oakes, Jeannie 35
Odhiambo, Thomas R. 82, 83
Ogunmola, Gabriel B. 87
O'Keefe, Michael 52

Okello, David O. 90
Organisation of Rural Associations for Progress 108
Orum, Lori S. 54
Overseas Development Council 108

Pacific Council on International Policy 120
Pan-African Association of Anthropologists 108
Pan African Development Information System, United Nations Economic Commission for Africa 86
Parliamentarians for Global Action 63
Partners for Democratic Change 70
Peck, Connie 75
Pelz-Paget, Nancy E. 52
Pertet, Anne M. 94
Phillips, Deborah 55
Picou, David 92
Planned Parenthood Federation of America 59
Posner, Michael H. 72
Press, Frank 112
Prevention of Maternal Mortality Program, Columbia University 99
Program in Education for a Changing Society, Columbia University 52
Program on International Policy Attitudes 80
Program on Science and International Security, American Association for the Advancement of Science 63
Programme on Transnational Corporations, United Nations Conference on Trade and Development 83
Project EXCEL, National Council of La Raza 54
Project Liberty, Harvard University 72
Project on Ethnic Relations 67
Project Vote Smart, Center for National Independence in Politics 115
Public Affairs Television 46
Public Agenda Foundation 59
Public Counsel 127
Public/Private Ventures 41
Public World of Childhood Project 47
Puerto Rican Legal Defense and Education Fund 53, 127
Puerto Rico Community Foundation 37
Putnam, Robert D. 122

Quality Education for Minorities Network 51

Radcliffe College 59
Ramphal, Shridath 106
RAND Corporation 74
Raymond, Susan U. 84
Reich, Michael R. 90, 91
Reisman, Barbara 30
Resources for the Future 127
Richmond, Julius B. 28
Rideout, Vicky 57
Rivera, Migdalia 119
Robinson, David Z. 110
Robinson, Randall 105
Rockefeller University 59, 80, 111
Rodriguez, Gloria G. 28
Rosen, Linda P. 48
Rosenheim, Margaret K. 47
Rubenstein, Leonard S. 124
Rubin, Barnett R. 69
Ruggie, John G. 69

Russett, Bruce M. 126
Ruzzi, Betsy Brown 50

Sagasti, Francisco R. 84
Save Our Security Education Fund 127
Schearer, S. Bruce 104
School Development Program 32
School of Education, Stanford University 34, 38
School of Education, University of Michigan 50
School of Hygiene and Public Health, Johns Hopkins University 101
School of International and Public Affairs, Columbia University 69
School of Social Service Administration, University of Chicago 47
School of the 21st Century 32
Schwarzer, William W. 110
Science and Technology, University of 100
Scientists' Institute for Public Information 44, 113
Search for Common Ground 80
Sermsri, Santhat 94
Sex Information and Education Council of the United States 44
Shonholtz, Raymond 70
Sigma Xi, The Scientific Research Society 59
Slavin, Robert E. 33
Smith, Hedrick, Productions 128
Smith, Shelley L. 29
Snyder, Jack L. 69
Social Science and Medicine Africa Network 94
South Africa Free Elections Fund 102
Southeastern Consortium for Minorities in Engineering 48
Southern California, University of 120
Southern Regional Council 116, 128
Southwest Voter Research Institute 119, 120
Sparks, Phil 30
Spector, Leonard S. 61
Stanford University 34, 38, 56, 59, 62, 68, 78
Steinbruner, John D. 61
Stern, Robert M. 117
Steyer, James P. 57
Stimson, Henry L., Center 62
Stuart, Kenneth L. 92
Sub-Saharan Africa Program, American Association for the Advancement of Science 85
Success for All 33
Support Center for School-Based and School-Linked Health Centers, Advocates for Youth 40
Synergos Institute 104

Takanishi, Ruby 34
Takemi Program in International Health 90
Tarr-Whelan, Linda 114
Teachers College, Columbia University 51, 52
Telhami, Shibley 70
Testa, Mark F. 47
Texas Interfaith Education Fund 37
Third World Organization for Women in Science 108
Thompson, Frank J. 121
Tides Foundation 45
Tighe, Joan E. 41
Timpane, P. Michael 52
Tindimubona, Alex 82
Tovish, Aaron 63
TransAfrica Forum 105

Trapani, Margi 44
Tselane, Linda 101
Turner, Stansfield 65

Uganda National Council for Science and Technology 90, 108
UNITAR-IPA Fellowship Program in Peacemaking and Preventive Diplomacy 75
United Nations 97
United Nations Commission on Science and Technology for Development 108
United Nations Conference on Trade and Development 83
United Nations Development Programme 91
United Nations Economic Commission for Africa 82, 86
United Nations Fourth World Conference on Women 97, 98
United Nations Institute for Training and Research 75
United Nations Research Institute for Social Development 128
United Nations Studies, Yale University 126
U.S. Research and Education Institute for Child and Adolescent Psychiatry and Allied Professions 59

Vance, Cyrus R. 73
Velikhov-Hamburg Project 73, 77
Vickers, R. Guy 48
Vinci, Yasmina S. 30
Voting Rights Project, Lawyers' Committee for Civil Rights Under Law 116

Wander, W. Thomas 63
Wang'ombe, Joseph K. 89, 94
Ward, Antony 32
Watkins, James D. 32
Wayne, Claudia 31
Westen, Tracy 117
Western Consortium for Public Health 102
Western States Center 128
WGBH Educational Foundation 59
White, Wendy D. 87
Wiesel, Elie, Foundation for Humanity 80
Williams, Shirley 72
Wilson-Brewer, Renée 46
Wisconsin Project on Nuclear Arms Control 64
WNYC Foundation 42
Women in Law and Development in Africa 98
Women's Action Group 100
Working Group on Federal Education Programs for Limited-English-Proficient Children 34
World Health Organization 99
World Priorities 128
Wright, Brenda 116

Yale University 32, 108, 126
Young, Kathryn Taaffe 28

Zigler, Edward F. 32

About the Photograph

Illustrating this report is "The Dream of Shata with the White Doll." The photograph was taken by Franklin Monnakqtla, a ten-year-old boy from Soweto, South Africa. Franklin was one of thirty black South African and Afrikaner children who were taught photography by the distinguished documentary photographer Wendy Ewald in 1992. Ewald noted that the children from the two racial groups had a lot of "fear dreams" about each other, and she asked some of them to try to recreate the dreams and photograph them. Shata is Franklin's next-door neighbor and his best friend. He dreamed she was up in a tree being attacked by a white doll. This photograph shows Shata much as he remembered her in the dream.

"We had a conversation afterwards about the value of creating and photographing dreams," said Ewald, "and Franklin said, 'Wendy, if you can take a picture of your dreams, you can explain it to yourself the next day. It is especially important to photograph a bad dream so that you can sort it out. And it won't scare you so much.'"

The children fell into three groups from the Johannesburg neighborhoods: Soweto; a squatter community at Orange Farm; and a tiny working-class suburb of Glenesk. The students ranged in age from nine to fifteen. Each week they borrowed cameras to photograph their families, their communities, and their fantasies. "The children in Soweto photographed only inside their homes and front yards," said Ewald, explaining, "They were afraid to shoot outside, because the camera would prevent them from noticing potential attackers.

"The Afrikaner children were also limited to their homes by their fear of the blacks who worked in the small factories that bordered the neighborhood. When they were asked to take pictures of what they liked and didn't like about their community, they all photographed blacks as an example of their dislikes.

"At the end of the three-month course, the children exhibited their photographs in a gallery in downtown Johannesburg. At the opening party the children from the three groups met each other and saw their photographs enlarged for the first time. The kids were apprehensive about meeting each other.

"John Jackson was incredulous as he watched Jacob Masilela, a talented young photographer from Orange Farm, easily take a well-exposed crisp picture. I asked Jacob to take some photographs of the exhibition. He posed John looking admiringly at his picture of a group of squatters moving into Orange Farm. It seemed the boys could respect each other as photographers, and when I took a final group picture, they threw their arms around each other's shoulders."

Photography

Photograph copyright ©1992, Wendy Ewald

Photo Editor

Alice George, New York City

Design

The Office of Eric Madsen, Minneapolis

Printing

Watt/Peterson, Inc., Minneapolis

Typography and Paper

The text of this report is set in Caxton Light. Headlines are set in Century Light Condensed. The paper stock is Quintessence Dull 80 lb. text and Quintessence Dull 80 lb. cover.

437 Madison Avenue, New York, New York 10022